

Rochester Institute of Technology

RIT Scholar Works

Theses

6-19-2006

Curriculum for a 3 day IEP seminar

Stephanie Metzler

Follow this and additional works at: <https://scholarworks.rit.edu/theses>

Recommended Citation

Metzler, Stephanie, "Curriculum for a 3 day IEP seminar" (2006). Thesis. Rochester Institute of Technology. Accessed from

This Master's Project is brought to you for free and open access by RIT Scholar Works. It has been accepted for inclusion in Theses by an authorized administrator of RIT Scholar Works. For more information, please contact ritscholarworks@rit.edu.

Curriculum for a 3 Day IEP Seminar

MSSE Master's Project

Submitted to the Faculty
Of the Master of Science Program in Secondary Education
Of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

By

Stephanie Metzler

In Partial Fulfillment of the Requirements
For the Degree of Master of Science

Rochester, New York

6/19/06

Approved:

Nora Shannon
Project Advisor

6/19/06

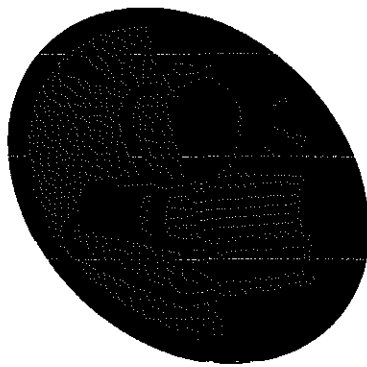
Project Advisor

Project Advisor

Gerald Bateman

MSSE Program Director

Curriculum for a **3 Day IEP** **Seminar**



By: Stephanie Metzler

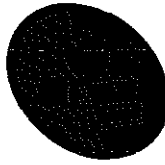


Table of Contents:

Section 1: Day 1 Materials

- ◆ **Slides of power point presentation**
- ◆ **Narrative**

Section 1b: Day 1 Handouts

- ◆ **Outline page of slides**
- ◆ **2 IEP examples**
- ◆ **"Ticket out the door"**

Section 2: Day 2 Materials

- ◆ **Slides of power point presentation**
- ◆ **Narrative**

Section 2b: Day 2 Handouts

- ◆ **Outline page of slides**
- ◆ **Scenarios (student 1&2)**
- ◆ **"Ticket out the door"**
- ◆ **3 possible resources for participants**

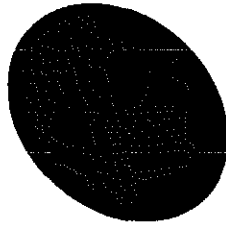
Section 3: Day 3 Materials

- ◆ **Slides of power point presentation**
- ◆ **Narrative**

Section 3b: Day 3 Handouts

- ◆ **Outline page of slides**
- ◆ **Scenario (student 3)**

Section 4: Reference Materials



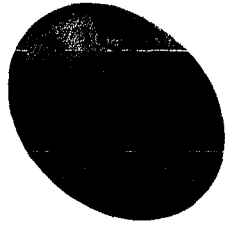
Agenda for Day 1

- ◆ **Introductions**
- ◆ **Overview of 3 days**
- ◆ **Explanation of seminar**
- ◆ **Ask questions (poll participants)**
- ◆ **Overview of an IEP and its “parts”**
- ◆ **Give various perspectives**
- ◆ **Activity—Identify similarities and differences
amongst the given IEPs**
- ◆ **Ticket out the door**



Agenda for Day 2

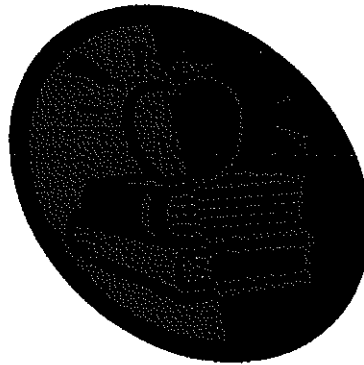
- ◆ **Overview of PLEP**
- ◆ **Academic Statement and Example**
- ◆ **Social Development Statement and Example**
- ◆ **Physical Development and Examples**
- ◆ **Management Statement and Example**
- ◆ **Transition Plan and Example**
- ◆ **Activity: Develop a PLEP**
- ◆ **Present/ Feedback**
- ◆ **Goals, Objectives, Benchmarks Overview**
- ◆ **Example**
- ◆ **Activity: Develop Goals and Objectives**
- ◆ **Present/ Feedback**
- ◆ **Ticket out the Door**



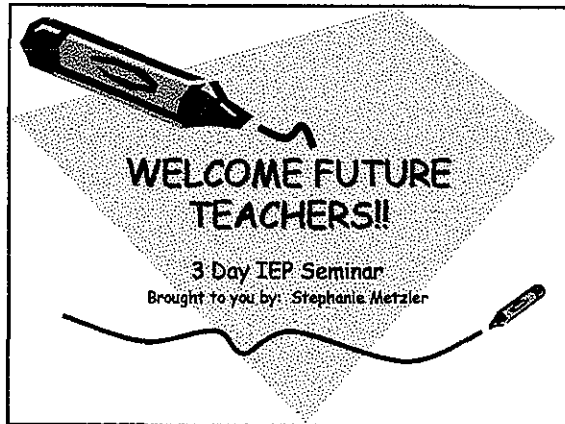
Agenda for Day 3

- ◆ **Review of previous 2 days**
- ◆ **Activity: Create an IEP (PLEP and Goals and Objectives)**
- ◆ **Present/ Feedback**
- ◆ **Testing Modifications Overview and Examples**
- ◆ **Activity: Add test mods to your IEP**
- ◆ **Present/ Feedback**
- ◆ **IEP Direct Demonstration**
- ◆ **Questions**

Section 1:



Day 1



Questions to be answered for 3 days...

- Day 1:
 - Why am I here?
 - What is an IEP?
 - What are the various perspectives individuals have on IEPs?
 - What are the key components that make up an IEP?
 - Are IEPs going to have the same format wherever we teach?

Questions Con't...

- Day 2:
 - What is a PLEP and what information should we expect to find in this section?
 - How can I create an effective PLEP?
 - What are goals, objectives, and benchmarks?
 - What language needs to be present in goals, objectives and benchmarks?
 - How can I create effective goals, objectives and benchmarks for my students?

Questions Con't...

- Day 3
 - How can I put all of this together for my students?
 - What is a transition plan and when will I need to create one?
 - What is IEP Direct?
 - Where can I get more information and/ or reference materials for when I get out into the "real world"?

Why am I here?

- Simply put... to learn about IEPs.
- The more elaborate answer... IEPs are the basis for our job... if there were no IEPs there would not be a job for us. How we service our students is based solely on their IEPs and the state requirements.

A couple of questions for you...

- Who knows what an IEP is?
- Who has ever seen an IEP before?
- Has anyone here ever been a part of creating an IEP for a student?

WARNING!!!

- One warning I will put out there from the beginning, each district and possibly schools within various districts may have their own lingo and process that they follow but the content and general purpose and ideas covered in the IEP's will be the same. The purpose of this seminar is to get you familiar enough with the basics to be able to go out into the work force and give valuable input for your students.

What is an IEP?

- IEP= Individualized Education Plan
- Why are IEPs in existence?
- 3 parts:
 - PLEP
 - Goals, objectives, benchmarks
 - Transition Plan

Various perspectives....

- Teachers
 - Special Educators
 - Regular Educators
- Parents
- Students

More questions...

- Do IEPs all look the same and have the same format in every district?
- Do IEPs all look the same and have the same format in every state?

Activity Time

- In small groups identify the following:
 - City and state
 - Differences
 - Similarities

In Closing...

- Questions?
- Ticket out the door:
 - On a separate sheet of paper write down your name, one thing you learned today, one thing you are curious about that you hope will be covered in the days to come.

Questions to be answered on Day 1 of the seminar:

Why am I here (in this seminar)?

What is an IEP?

What are the various perspectives of people on IEPs?

What are the key components of an IEP and why are each equally as important?

Why are IEPs in existence?

What does an IEP look like?

Do IEPs follow the same format in every district? In every state?

As with any seminar it would be best to begin with introductions and stating everyone's background and possibly experiences in working with IEP's.

Why am I here?

This seminar has been created to teach future teachers, like yourselves, how to create an effective educational plan for students with disabilities, with a strong emphasis on Deaf students (for obvious reasons).

Who here has at least heard of an IEP before? (leave time for participants to raise hands)

Who here has seen an IEP before? (leave time for participants to raise hands)

Has anyone ever been a part of creating an IEP for a student and participated in the CSE (Committee on Special Education) process before? (leave time for participants to raise hands)

Okay, good. Now I have an idea where you all are. Those that have actually helped create an IEP will be a big help through this seminar!

One warning I will put out there from the beginning, each district and possibly schools within various districts may have their own lingo and process that they follow but the content and general purpose and ideas covered in the IEP's will be the same. The purpose of this seminar is to get you familiar enough with the basics to be able to go out into the work force and give valuable input for your students.

What is an IEP?

Can anyone tell me what the acronym IEP stands for? (leave time for participants to raise hands. Call on someone and piggy back on their response)

IEP stands for Individualized Education Plan/ Program. What is its purpose? (leave time for participants to raise hands. Call on someone and "piggy back" on their response)

The purpose of an IEP is to identify the areas of strengths and weaknesses of a student in order to create a plan for how to get that student to improve their academic skills, social skills, etc. over the course of one year.

There are three (3) major parts to an IEP; can anyone tell me what they are? (leave time for participants to raise hands. Call on someone and “piggy back” on their response)

The PLEP/ PLOP, goals and objectives and the transition plan (for those students that are fourteen [14] years of age and older.

What is the PLEP/ PLOP? (leave time for participants to raise hands. Call on someone and “piggy back” on their response).

The PLEP (Present Levels of Performance) page tells about the student (i.e., strengths and needs in the areas of academics, management, social/ emotional well being, cognitive functioning, physical, transitional, and any other facts about the student that may need to be highlighted). This is probably the most important part of the IEP because it paints a picture of the student (good, the bad and the ugly) and shows specifically the whole reason a student receives special education services. If this piece is weak there may be a chance a student could loose their services, so make it good!

What are goals and objectives? (leave time for participants to raise hands. Call on someone and “piggy back” on their response)

Goals and objectives (sometimes called benchmarks) identify the specific skills that will be worked on that year with that student and what the plan is to aid in that achievement. This helps get all teachers, service providers, and caregivers on the same page so that similar language is used, accountability is distributed to various people and not just on one person, and the student can work on the goals in every place and see that they’re program extends beyond classroom.

How about a transition plan; what in the world is that? (leave time for participants to raise hands. Call on someone and “piggy back” on their response)

A transition plan only needs to be completed if the student is fourteen years of age or older. This tells what they plan to do in the future as far as an occupation, living situation, and how they plan to get there. Here is where you will see what the student wants to be when they grow up; if he/ she plans to go to a training program and/or college; if they will live on their own or with their parents, etc. This section can be helpful so you can see what they student is interested and where their motivation lies.

What are the various perspectives on IEP’s?

The following opinions/ perspectives are based on my findings while composing my literature review and, as with anything, do not reflect everyone’s opinion/ experience/ point of view. Please feel free to use any or all of this at your discretion:

Teachers—

Steve McKee, president and founder of Fape Solutions, wrote an article describing the paperwork nightmare that IEP’s have become for teachers. He starts out by saying that

one frustration can be the lack of parental involvement. McKee recognizes what a driving force parents can be in a child's education and is certain that with the support of the parents the students could get a lot more out of their IEP, the process, and education in general. The biggest dilemma faced by educators is the incredible amount of paperwork and time it takes the teachers to draft one IEP (let alone times the ten plus students they have on their case load). The original purpose of an IEP was to get special education students the services they need and to create goals that they should work on achieving throughout the year. Now,

"IEP's have not become living documents that are meaningful to parents and teachers. They are massive compliance documents that have lost their vitality and usefulness for program improvement." (page 13)

"A 77- page IEP does not always mean that something good happens for the student." (page 13)

"The original purpose of the IEP meeting- to jointly prepare an educational plan for a child- has been lost." (page 13)

With so many other barriers to teachers being able to "just teach" (i.e., standardized testing), taking more time out of their day to focus for hours on a document that is many times just pushed to the side can seem like a waste, leaving a feeling of resentment toward the one document that is supposed to be a support to them.

Parents—

For parents, IEP time can be a very stressful and discouraging time for a variety of reasons. In his article, "Involving Parents in the IEP Process," Stephen W. Smith talks about these specific situations. This article was written in response to the ever changing demands of the ever changing laws for special education (i.e., the Individuals with Disabilities Act) for the ERIC Digest. The first "issue" he addresses is some of the barriers that prevent parents from participating as fully as they, and/ or educators, may like them to. Such barriers include having a lack of knowledge of the jargon that is used at the IEP meetings, lack of understanding of the school system, feelings of inferiority, cultural differences, as well as the typical barriers that occur naturally in life (employment, other children that need specific attention, transportation, etc.). Having these same experiences on a yearly basis can lead the parents to have a negative perspective on IEP's and the IEP process. Is this where teachers should step in with the intension of "filling in the blanks"?

Students—

Alison Myers' and Laura Eisenman's article written based on findings shared with them from their graduate students, all of whom are teachers already, showed how students of varying abilities took ownership over the IEP process, and in turn, developed greater understanding and appreciation for this supportive document. Theses six teachers came together, developed what they believed would be an effective program for getting the students to lead their IEP/ Committee on Special Education (CSE) meeting. The first thing each of the teachers in this study did with their students was to ask them to express

their interests, strengths, and needs. From there they coached the students on how to develop their goals and objectives for their IEP's. The last step was to coach the students on how to lead their IEP meetings. After going through this process the students showed how they had a more positive perspective on their IEP:

Sarah—

--“Sarah was so excited about preparing for her IEP that when it came time to send out invitations to the meeting, she decided to send one to the superintendent of the district.” (page 56)

-- “Ms. Myles [Sarah's teacher] said that when Sarah spoke with her classmates, ‘she had power in her voice and was surer of herself.’” (page 56)

Bob—

--“Bob enjoyed inviting people to ‘his’ meeting...” (page 56)

Amy—

--“Mr. Moore [Amy's teacher] explained her diagnoses in simple, functional terms and alerted her to the likelihood that participants at the IEP meeting would discuss her difficulties. Amy said that she had already noticed these facts about herself, and she seemed relieved that Mr. Moore did not find her to be odd or unusual.” (page 57)

All of these statements show some kind of pride in the success of the IEP process and the students themselves. Empowering special education students in such a way not only makes them feel good about their IEP and who they are, but it also aids in further acceptance of a disability among the parents of these students because it shows what they *can* do and does not focus on what is “wrong” with their child.

Do IEP's follow the same format in every district? In every state?

The answer to both questions, unfortunately, is no. Each district and state requires something different in the format of the final product. However, the same basic information is found in every IEP.

There are also a variety of ways an IEP can be composed ranging all the way from the most basic of methods (hand writing everything on blank forms) to taking advantage of technology and utilizing programs that are designed to assist in lessening the paperwork of IEP's (ex. IEP Direct).

**At this point the presenter should pass around the different IEP's and discuss briefly the differences observed between the documents. Also, this would be a perfect time for a question and answer session.*

**This would be a great time also to give a demonstration of IEP Direct if you can get your hands on it! If not I would suggest explaining the various features it has and discuss the benefits and possible hindrances you and your participants see as being a possibility.*

Closing

In closing again open the floor to any questions the participants may have. Then explain the agenda for the next seminar (seminar day 2) which will address the following questions:

What is the Present Levels of Performance section?

What information is found in this section?

How would I go about creating an effective PLEP for a student?

Is what I have created equally as effective as my peers'?

How can I improve my PLEP for the next student?

What are annual goals and objectives/ benchmarks?

What language needs to be present in each so that I get the most for my students?

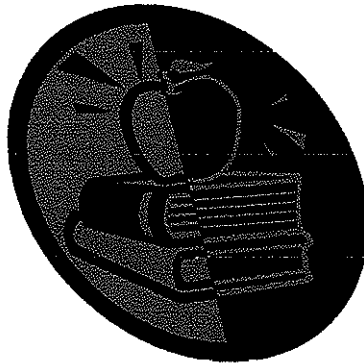
What is meant by measurable again?

How would I go about creating effective goals and objectives/ benchmarks for a student?

Is what I have created equally as effective as my peers'?

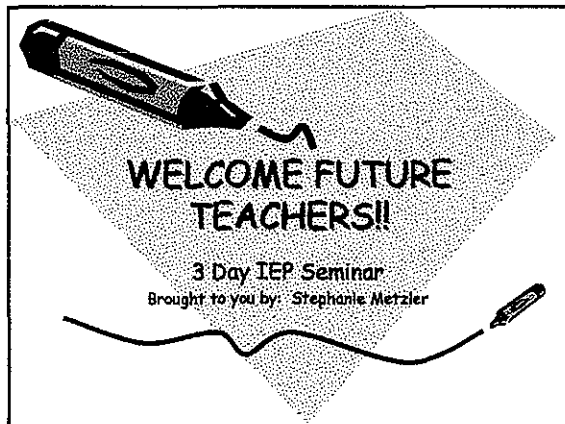
How can I improve my goals and objectives/ benchmarks for the next student?

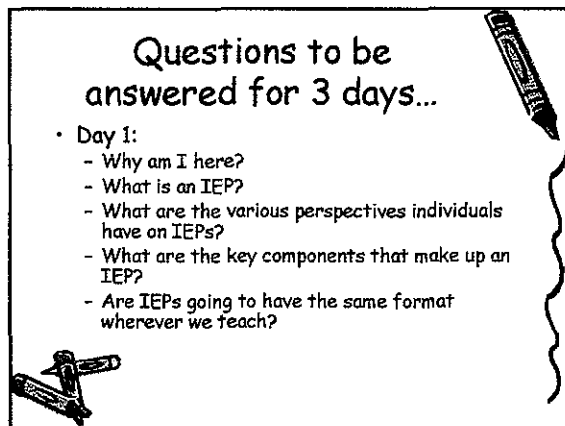
Section 1b:

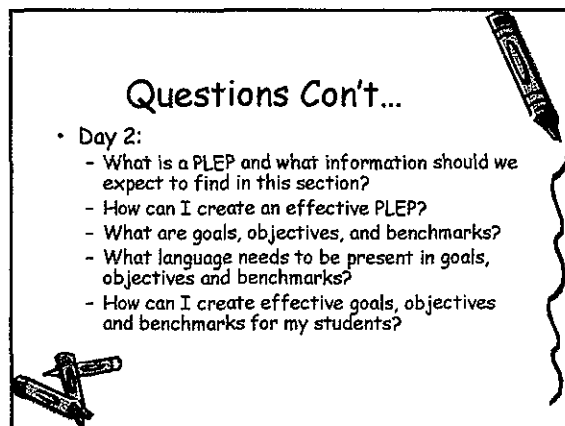


Day 1

Handouts







Questions Con't...

- Day 3
 - How can I put all of this together for my students?
 - What is a transition plan and when will I need to create one?
 - What is IEP Direct?
 - Where can I get more information and/ or reference materials for when I get out into the "real world"?

Why am I here?

- Simply put... to learn about IEPs.
- The more elaborate answer... IEPs are the basis for our job... if there were no IEPs there would not be a job for us. How we service our students is based solely on their IEPs and the state requirements.

A couple of questions for you...

- Who knows what an IEP is?
- Who has ever seen an IEP before?
- Has anyone here ever been a part of creating an IEP for a student?

WARNING!!!

- One warning I will put out there from the beginning, each district and possibly schools within various districts may have their own lingo and process that they follow but the content and general purpose and ideas covered in the IEP's will be the same. The purpose of this seminar is to get you familiar enough with the basics to be able to go out into the work force and give valuable input for your students.

What is an IEP?

- IEP= Individualized Education Plan
- Why are IEPs in existence?
- 3 parts:
 - PLEP
 - Goals, objectives, benchmarks
 - Transition Plan

Various perspectives....

- Teachers
 - Special Educators
 - Regular Educators
- Parents
- Students

More questions...

- Do IEPs all look the same and have the same format in every district?
- Do IEPs all look the same and have the same format in every state?



Activity Time

- In small groups identify the following:
 - City and state
 - Differences
 - Similarities



In Closing...

- Questions?
- Ticket out the door:
 - On a separate sheet of paper write down your name, one thing you learned today, one thing you are curious about that you hope will be covered in the days to come.



Individualized Education Program ¹

Student's Name: Sara Austin
Student ID #: 72348 **DOB:** 10/8/88
Current assignment: Queensbury School 4th grade

DATES

Initial IEP: 9/94
Current IEP: 9/97
IEP Review: 6/98

Exceptional Education Assignments (Location/Program/Organization/Time)	Initiation Date	Anticipated Duration	Person Responsible
<u>Learning disability resource room</u>	<u>9/97</u>	<u>6/98</u>	<u>Roberta Chase</u>
<u>15% of time/week at Queensbury school</u>			
Related Services	Initiation Date	Anticipated Duration	Person Responsible
<u>Speech and Language therapy</u>	<u>9/97</u>	<u>6/98</u>	<u>Phyllis Find</u>
<u>1/2 hr. 3x week</u>			
<u>Occupational therapy</u>	<u>9/97</u>	<u>6/98</u>	<u>Paul Cecil</u>
<u>1/2 hour 3x week</u>			

Extent to Which Student Will Participate in General or Vocational Education

85% in general education program

Subject (hours % of time)

English, Social Studies, and Science

20 hrs./week

Art/Music 1 hr./week

Vocational education _____

Required Special Aids, Services, or Equipment

Physical education ☒ Regular ☐ Adaptive

In Attendance at IEP Meeting

LEA Representative (title: Principal)

Parent(s), Guardian(s), Surrogate Parent(s) _____

Student _____

Teacher(s) _____

Evaluator(s) _____

Other(s) _____

Signature

Date

Signature

Date

Individualized Education Program continued

Student: Sara Austin
Student ID# 72348
Exceptional Ed Assignment

Participation in State-wide and District-wide Assessment Programs: (check appropriate response) x yes no

Assessment (s)	IEP Team Decision (Yes/No)	Accommodations Needed (List)
CTBS 4 th Grade Battery	yes	Test Setting: Math section in small group setting (e.g., resource room)
		Test Administration: Read directions orally and repeat as needed

If student is not participating in any/all of the state or district-wide assessments:

- ☐ Indicate reasons for nonparticipation: _____
- ☐ Indicate alternate assessment procedures/tools (curriculum- based measures and others)

Special Education Program Focus

Performance/Subject Area: Math **State Math Standard:** 1.1 Uses and applies numbers and concepts in real word applications

Present Levels of Performance: Adds and subtracts 2 digit numbers; identifies penny, but confuses nickels, dimes, quarters

Annual Goal: Sara will be able to make change for a dollar using pennies, nickels, dimes and quarters by June.

<i>Short Term Instructional Objectives</i>	<i>Criteria for Mastery</i>	<i>Evaluation Procedures and Schedule to be Used</i>	<i>Results (Date(s)/Progress)</i>
1. Sara will discriminate between the four coins	Accurately names the coins 100%	Teacher observation using real coins by October 29 th	
2. Sara will identify the coin and its value	Write the number value under picture of coin	Worksheets on coins completed accurately in independent work by Jan. 1	

3. Sara will make change for a dime in three ways	Demonstrate with real word coins	Teacher observation by March 1	
• Sara will make change for a quarter in three ways	Use pennies, nickels, and dimes to make a quarter accurately-100%	Teacher observation by April 6	
• Sara will purchase a box of crayons at school store and count change	Purchase completed with 100% accuracy	Crayons and correct change given to teacher by May 27	

¹ Source: Adapted from Sample in *Exceptional Children and Youth* (2nd edition). Boston: Houghton Mifflin 1999) by Nancy Hunt and Kathleen Marshall pp. 22-23. Original source: Winifred Anderson, Stephen Chitwood, and Deirdre Hayden, *Negotiating the Special Education Maze: A Guide for Parents and Teachers* (2nd edition). Rockville, MD: Woodbine, House, 1990. pp. 122-123.

Rochester City School District
Individualized Education Program

ating Purpose: Annual Review

Student Name: ADAM

Annual Review Date: 03/30/06

Student ID:

Triennial Review Date: 12/09/05

Birth Date:

Dominant Language: English

Transportation Address:

Parent/Guardian Information

Parent/Guardian Name(s): GLORIA

Parent/Guardian Communication Needs:

Mailing Address:

Home Phone:

Recommendations

School Year: 2004-2005

Disability: Emotional Disturbance

Transportation: Transport per District Mileage Qualification

Duration: 10 Months

Service	Individual Group	Frequency/ Cycle	Minutes Session	In General Ed	Start Date
CONSULTANT TEACHER	G	5/week	180	Y	09/08/04
COUNSELING	G	1/week	30		09/08/04

School Year: 2005-2006

Disability: Emotional Disturbance

Transportation: Transport per District Mileage Qualification

Duration: 10 Months

Service	Individual Group	Frequency/ Cycle	Minutes Session	In General Ed	Start Date
CONSULTANT TEACHER	G	2/week	60	Y	09/07/05
COUNSELING	G	1/week	30		09/07/05

Instructional Supports

General Education Curriculum.

Indirect Support - Science

Indirect Support - Math

Indirect Support - Soc. Studies

Indirect Support - English

Student's Name: , ADAM

Student's ID:

Foreign Language Exemption: No

Comments

Related services to be provided in the weekly or monthly equivalent.

Student's progress toward achieving Annual Goals will be reported to the parents as frequently as students in the general population.

The responsibility for oversight of IEP distribution, role responsibility, and implementation is the Special Education Cadre teacher (for elementary students), Coordinating Administrator of Special Education (for secondary students), or the School Principal for students in private placements either through parental choice or CSE recommendation.

Explanation of Nonparticipation in General Education

Adam is fully able to participate with his non-disabled peers for all academics with indirect consultant teacher support.

Graduation Information

Type of Diploma Expected:

Diploma Expected this year? No

Credits Earned to Date:

Student's Name:

ADAM

Student's ID:

Present Levels of Performance

Educational Achievement and Learning Characteristics:

Top 10% in academic achievement across all core classes amongst peers. Conscientious worker, strives for high performance and acknowledgement from teachers. Participates in classes and works well independently. Performance becomes hindered when environment is chaotic or off medication.

Cognitive Functioning:

Low average to average cognitive skills. Strength in visual perception and logical reasoning. Relative needs in auditory processing and memory skills.

Social/Emotional:

Presents as a leader and is respected by peers. Is friendly, helpful and sensitive to others. Has developed a history of aggressiveness when off medication and is difficult to reason with. Emotional stability and self-esteem a concern.

Physical:

Generally healthy. ADHD. Takes medication that needs to be monitored for consistency. History of mildly elevated lead levels.

Management:

Provide "choices" when off medication that are consistent for each event. Needs to feel "safe" and participate in consistent expectations. Provide an "out" for Adam if classroom becomes chaotic and rehearse this strategy "Safe-Pass" across all classes and adults.

Transitional:

Other:

Honor roll, peer mediator. Can sabotage successes. Can turn-key/present math concepts to the class w/over-head.

Academic Testing Information

	Name	Date(s)	Score(s)
Statewide Tests	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
In-District Measures	STANFORD ACHIEVEMENT TEST, 9TH ED.	05/2004	6
			5
			7
			9
			9
			8
			6
Teacher Estimates	Math	03/30/05	7.5
	Reading	03/30/05	8.0
	Writing	03/30/05	7.0

Student Name:

Adam

ID #:

Instructional Area:

Compensatory Strategies

(Required Field)

ANNUAL GOALS AND SHORT-TERM OBJECTIVES

(All identified areas of need must be addressed through individualized objectives)

Annual Goal:

Goal Bank:

999

Goal Code:

999

Eval Schedule:

A

Start Date:

9-08-05

Goal: (field length 140 characters)

Adam will accept a "Safe-Pass" and leave the classroom to a pre-designated area without verbal prompts upon demonstrating emotional imbalance as identified by the teacher.

Objectives:

1.

Obj Bank:

999

Obj Code:

999

Objective: (field length 140 characters)

Will accept a "Safe-Pass" and leave the classroom with 3 verbal teacher prompts.

Eval. Criteria Code(s)

5F

Eval Method Code(s)

G, H

Eval Schedule Code

P

2.

Obj Bank:

999

Obj Code:

999

Objective: (field length 140 characters)

Will accept a "Safe Pass" and leave the classroom with 2 verbal teacher prompts.

Eval. Criteria Code(s)

5F

Eval Method Code(s)

H, * F

Eval Schedule Code

P

3.

Obj Bank:

999

Obj Code:

999

Objective: (field length 140 characters)

Will accept a "Safe-Pass" and leave the classroom with 1 verbal teacher prompt.

Eval. Criteria Code(s)

5F

Eval Method Code(s)

P, H

Eval Schedule Code

P

4.

Obj Bank:

999

Obj Code:

999

Objective: (field length 140 characters)

Will accept a "Safe-Pass" and leave the classroom without verbal prompts from the teacher.

Eval. Criteria Code(s)

5F

Eval Method Code(s)

F, H

Eval Schedule Code

P

Teacher observation
w/ 2 verbal/direct
prompts

Student Name:

Adam

ID #:

Instructional Area:

Counseling

(Required Field)

ANNUAL GOALS AND SHORT-TERM OBJECTIVES

(All identified areas of need must be addressed through individualized objectives)

Annual Goal:

Goal Bank:

99

Goal Code:

Eval Schedule:

A

Start Date:

9-1-05

Goal: (field length 140 characters)

Student will increase in his ability to recognize and express feelings appropriately by identifying and defining 10 feeling words And discussing how knowing them helped him in a group.

Objectives:

1.

Obj Bank:

Obj Code:

Objective: (field length 140 characters)

Student will be able to write and define 10 feeling words and use them write a story in his/her life.

Eval. Criteria Code(s)

Eval Method Code(s)

F

Eval Schedule Code

A

2.

Obj Bank:

Obj Code:

Objective: (field length 140 characters)

Student will be able to share this story with a small group with counselor support

Eval. Criteria Code(s)

Eval Method Code(s)

F

Eval Schedule Code

A

3.

Obj Bank:

Obj Code:

Objective: (field length 140 characters)

Student will be able to talk in a small group using these feeling words appropriately

Eval. Criteria Code(s)

2F

Eval Method Code(s)

F

Eval Schedule Code

A

4.

Obj Bank:

Obj Code:

Objective: (field length 140 characters)

Student will be able to tell a small group how knowing and using these feeling has helped /not helped them

Eval. Criteria Code(s)

Eval Method Code(s)

Eval Schedule Code

Name _____
Date ____/____/____
Day 1

One thing I learned during today's seminar was

One thing I am still curious about that I hope will be answered in the next couple of days is

Name _____
Date ____/____/____
Day 1

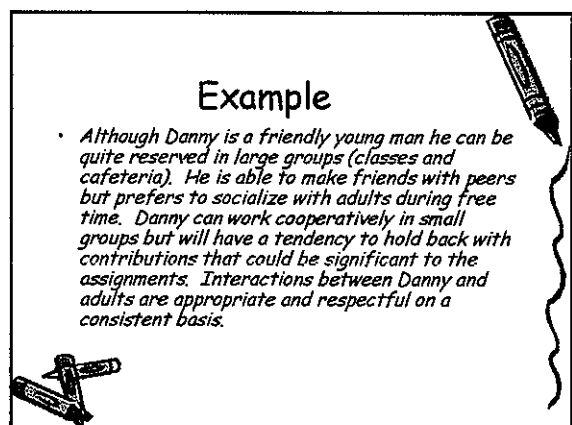
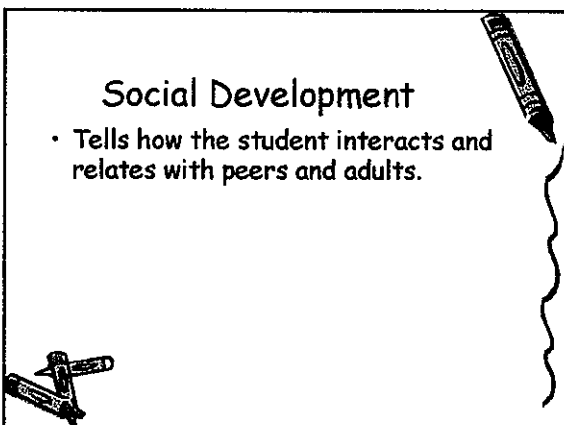
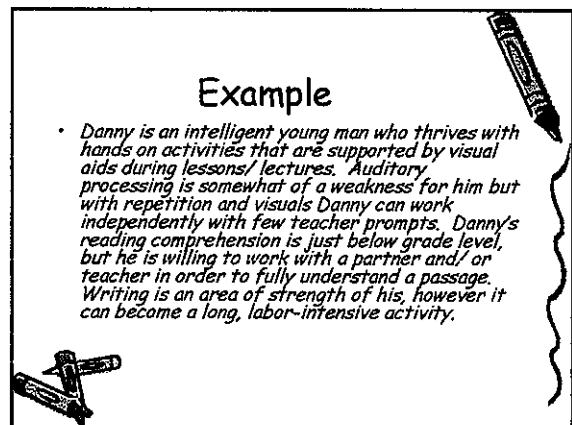
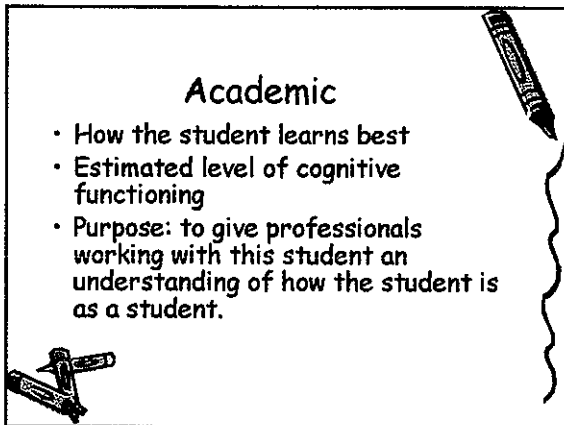
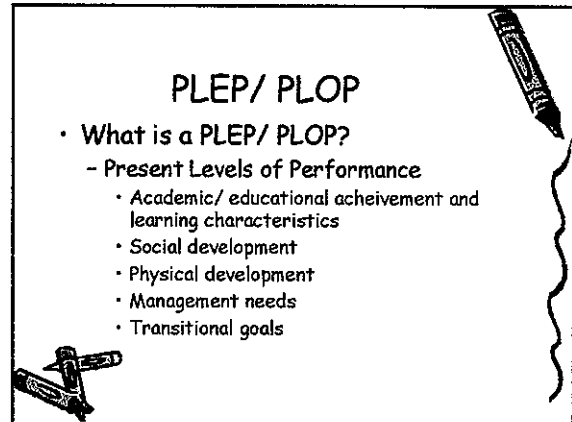
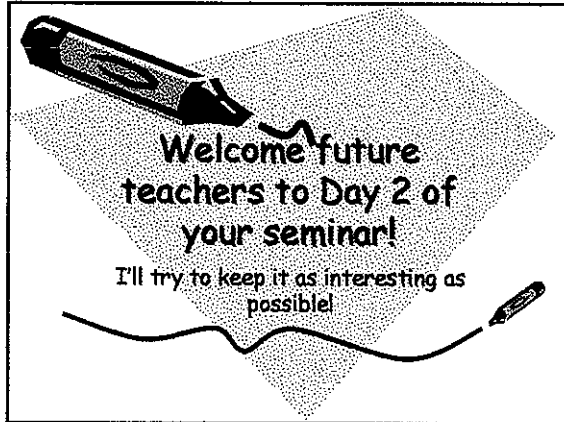
One thing I learned during today's seminar was

One thing I am still curious about that I hope will be answered in the next couple of days is

Section 2:



Day 2



Physical Development

- A statement of how healthy the student is in general. This can include anything from the most mild of irritants to severe physical limitations that may inhibit the student's performance.

Example

- *As simple as:*
 - *Danny is generally healthy but does suffer from seasonal allergies. He is on medication that helps alleviate his symptoms.*

Example

- *As complex as:*
 - *Danny has suffered from cancerous tumors since he was three years of age. Although on a day-to-day basis while in remission he is generally healthy, his spirits can be severely impacted. The effects of the cancer treatments he has received over the years has had a negative impact on his hearing causing him to have a hearing loss of 60 dBs in his left ear and 40 dBs in his right ear.*

Management

- In this section you should find information about seating arrangements, paraprofessional needs, if there is a FBA (Functional Behavioral Assessment) in place, etc.

Example

- *Because of attention and hearing deficits, Danny performs best when seated within the first or second row from the front and in the middle of the room. Also Danny benefits from the use of an FM system during lectures, class discussions, and small group activities.*

Transition Plan

- "What will I be when I grow up? How do I get there?"
 - Statements will include: possible career choice, institution of training, where the student will live

Example

- *Danny would like to be a lawyer when he grows up. He envisions himself attending a four- year university where he will obtain his political science degree, then going on to law school. Thereafter he would like to work as a juvenile defender in a large metropolitan area, such as New York City, then possibly moving up to being a judge in the juvenile system. While in college he sees himself residing in on campus housing. Once graduated, he would like to move into his own apartment.*

Activity Time!

- In small groups you will be expected to create a PLEP for a student based on a given scenario.
- Be sure to address all parts (academic, social, physical, management, transitional).

How do I know the PLEP that was created is going to be effective?

- You know you have done well when another person reads your PLEP and has a clear understanding of the student's needs, strengths, and accommodations that have to be made within the classroom.

Let's Share

- At this time the groups will present what they have. The other participants will attempt to give a description of what they would do within their classroom for the student then give constructive feedback on how to improve the PLEP.

Goals, Objectives, Benchmarks

- **Goals-** The identified skills that need to be developed in order to best support the student's academic success.
- **Objectives--** The parts that come together to assist the student in achieving his/ her goals.
- **Benchmarks--** *see objectives*

Example

- **Goal Example--** Rudy will develop a functional system for organization.
 - **Objective--**Rudy will color code his notebooks for each of his classes, designating one color per class.
 - **Objective--** Rudy will utilize his agenda on a daily basis recording his homework for each class, tests that are coming up, projects to be worked on, and parent signature.

Add to your PLEP

- In the same groups as before create goals and objectives for the student you created a PLEP for.

Share...

- We're going to do the same as we did before with the PLEPs... present and give constructive feedback.

In closing...

- On a piece of paper please answer the following questions:
 1. How do you know if the PLEP you have created is going to be effective?
 2. What type of vocabulary is necessary in goals and objectives?

Questions to be answered today:

- What is the Present Levels of Performance section?
- What information is found in this section?
- How would I go about creating an effective PLEP for a student?
- Is what I have created equally as effective as my peers'?
- How can I improve my PLEP for the next student?
- What are annual goals and objectives/ benchmarks?
- What language needs to be present in each so that I get the most for my students?
- What is meant by measurable again?
- How would I go about creating effective goals and objectives/ benchmarks for a student?
- Is what I have created equally as effective as my peers'?
- How can I improve my goals and objectives/ benchmarks for the next student?

What is the Present Levels of Performance section?

(Pass out packet #1 containing several examples of PLEPs)

1

The PLEP of an IEP contains all the information about the student. By reading this part of the document anyone should be able to describe to you what the student is like both in and out of class, and where his/her areas of strength are along with where the disability hinders educational performance. The four areas used to tell about all dimensions of a student that are in the PLEP are

- *academic/ educational achievement and learning characteristics,
- *social development (both with peers and adults)
- *physical development, and
- *management needs within a classroom setting.
- *transitional goals

Be aware: Each district/ state may require the information be broken up by core academic areas (math, science, social studies, English), while others may only require a general overview of the student on a typical day.

Academic—

In this section you will need to describe how the student learns best, their estimated level of cognitive functioning, and possibly scores the student received on a standardized test that assesses his/ her math and reading levels. This section, if written appropriately, will give all professionals working with the student a clear picture on

¹ All of the information contained in this section/ day are from personal experience of the author, the guidebook put out by VESID (2002 edition), and "Nolo's IEP Guide: Learning Disabilities" written by Attorney Lawrence M. Siegel.

where their areas of strength and weaknesses lie and what supports they will need while in specific classes. One example of a statement you may see in this section is:

Danny is an intelligent young man who thrives with hands on activities that are supported by visual aids during lessons/ lectures. Auditory processing is somewhat of a weakness for him but with repetition and visuals Danny can work independently with few teacher prompts. Danny's reading comprehension is just below grade level, but he is willing to work with a partner and/ or teacher in order to fully understand a passage. Writing is an area of strength of his, however it can become a long, labor-intensive activity.

Social Development:

This section tells about the relationship and rapport that the student has with both adults and peers and how those relationships are created and maintained in and out of the classroom. This section should shed some light on various teaching strategies you may need to use while engaging the students in cooperative learning activities. A typical statement you may see in this section is:

Although Danny is a friendly young man he can be quite reserved in large groups (classes and cafeteria). He is able to make friends with peers but prefers to socialize with adults during free time. Danny can work cooperatively in small groups but will have a tendency to hold back with contributions that could be significant to the assignments. Interactions between Danny and adults are appropriate and respectful on a consistent basis.

Physical Development:

The amount of teacher input in this area will vary depending on the student's needs. It can be as simple as:

Danny is generally healthy but does suffer from seasonal allergies. He is on medication that helps alleviate his symptoms.

And as complex as:

Danny has suffered from cancerous tumors since he was three years of age. Although on a day-to-day basis while in remission he is generally healthy, his spirits can be severely impacted. The effects of the cancer treatments he has received over the years has had a negative impact on his hearing causing him to have a hearing loss of 60 dBs in his left ear and 40 dBs in his right ear.

Also important in this section is to include as much information about medication (including name and dosage) and other physical adaptations and considerations that need to be taken into account when working with this student.

Management:

In this section you should find information about seating arrangements, paraprofessional needs, if there is a FBA (Functional Behavioral Assessment) in place, etc. One example of this section may look like this:

Because of attention and hearing deficits, Danny performs best when seated within the first or second row from the front and in the middle of the room. Also Danny benefits from the use of an FM system during lectures, class discussions, and small group activities.

Transitional Needs:

This is only for students of who are ages fourteen and older. It states what the student would like to do when they get older (as a career), what type of schooling they foresee as being necessary for them to achieve their desired career, and what type of housing they plan on residing in. This section could look a little something like this:

Danny would like to be a lawyer when he grows up. He envisions himself attending a four-year college where he will obtain his political science degree then going on to law school. Thereafter he would like to work as a juvenile defender in a large metropolitan area, such as New York City, then possibly moving up to being a judge for the juvenile system. While in college he sees himself residing in on campus housing. Once graduated, he would like to move into his own apartment.

At this time pass out scenarios to groups of students (no more than 2 or 3) and have them create a PLEP for an imaginary student. Allow for approximately 30- 45 minutes before asking for volunteers to share what they have created. While groups are working presenter should walk around the room answering questions and providing feedback on work the participants have done.

How would I go about creating an effective PLEP for a student?

This is a very simple question to answer. You have created an effective PLEP when another person, of whom is completely unfamiliar with a student, can read it (the PLEP) and is then able to describe for you the kind of student he/ she is, and is able to tell you what accommodations will be necessary to best support this student in his/ her class. Keep in mind that less is not always better but more can be overwhelming. You want to give just enough information that will be useful and crucial for the professionals working with the student will be able to use the PLEP as a reference tool.

*At this point the teacher should pass out the blank PLEP forms and student scenarios to groups of participants and have them create a PLEP for that student. Allow for

approximately 45 minutes and then call the groups back. The teacher will allow the groups to read their PLEPs of their students and then the other participants (not in that particular group) will attempt to describe the student in such a fashion as to demonstrate knowledge of how to accommodate for this student in their class. The teacher will provide feedback while allowing the other participants to explain what they felt was lacking from the PLEP.

What are annual goals and objectives/ benchmarks?

Annual goals are the identified skills that are most hindering the success of the student in his/ her academic setting. The objectives/ benchmarks are the steps that are taken, in the timeframe designated, and realized by the said assessment method, in order to support the student in attaining his/ her annual goals. The language that should be present in the goals and objectives should be measurable and specific. This is not a place where long-winded people feel comfortable because these should be very clear, direct and to the point.

Goal Example-- Rudy will develop a functional system for organization.

Objective(s)—Rudy will color code his notebooks for each of his classes, designating one color per class.

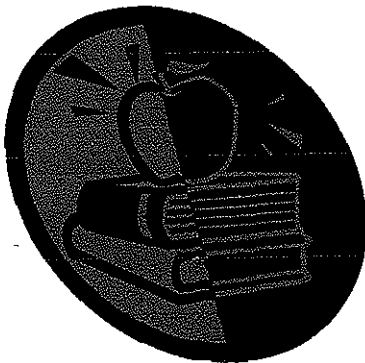
Rudy will utilize his agenda on a daily basis recording his homework for each class, tests that are coming up, projects to be worked on, and parent signature.

Some key words you can use to write measurable goals/ objectives are: demonstrate, explain, show, draw, tell, organize, etc. Words that have the student *doing* something that is observable is what you want to have in the goals and objectives.

*At this time the participants will rejoin their group members and create goals and objectives for the same student they created a PLEP for. Follow the same procedure (work in groups, share with whole group, allow time for constructive feedback, etc.)


END OF DAY 2

Section 2b:




Day 2

Handouts




Welcome future teachers to Day 2 of your seminar!


I'll try to keep it as interesting as possible!



PLEP/ PLOP


- What is a PLEP/ PLOP?
 - Present Levels of Performance
 - Academic/ educational achievement and learning characteristics
 - Social development
 - Physical development
 - Management needs
 - Transitional goals





Academic

- How the student learns best
- Estimated level of cognitive functioning
- Purpose: to give professionals working with this student an understanding of how the student is as a student.



Example

- *Danny is an intelligent young man who thrives with hands on activities that are supported by visual aids during lessons/ lectures. Auditory processing is somewhat of a weakness for him but with repetition and visuals Danny can work independently with few teacher prompts. Danny's reading comprehension is just below grade level, but he is willing to work with a partner and/ or teacher in order to fully understand a passage. Writing is an area of strength of his, however it can become a long, labor-intensive activity.*



Social Development

- Tells how the student interacts and relates with peers and adults.



Example

- *Although Danny is a friendly young man he can be quite reserved in large groups (classes and cafeteria). He is able to make friends with peers but prefers to socialize with adults during free time. Danny can work cooperatively in small groups but will have a tendency to hold back with contributions that could be significant to the assignments. Interactions between Danny and adults are appropriate and respectful on a consistent basis.*



Physical Development

- A statement of how healthy the student is in general. This can include anything from the most mild of irritants to severe physical limitations that may inhibit the student's performance.

Example

- *As simple as:*
 - *Danny is generally healthy but does suffer from seasonal allergies. He is on medication that helps alleviate his symptoms.*

Example

- *As complex as:*
 - *Danny has suffered from cancerous tumors since he was three years of age. Although on a day-to-day basis while in remission he is generally healthy, his spirits can be severely impacted. The effects of the cancer treatments he has received over the years has had a negative impact on his hearing causing him to have a hearing loss of 60 dBs in his left ear and 40 dBs in his right ear.*

Management

- In this section you should find information about seating arrangements, paraprofessional needs, if there is a FBA (Functional Behavioral Assessment) in place, etc.

Example

- *Because of attention and hearing deficits, Danny performs best when seated within the first or second row from the front and in the middle of the room. Also Danny benefits from the use of an FM system during lectures, class discussions, and small group activities.*

Transition Plan

- "What will I be when I grow up? How do I get there?"
 - Statements will include: possible career choice, institution of training, where the student will live

Example

- *Danny would like to be a lawyer when he grows up. He envisions himself attending a four-year university where he will obtain his political science degree, then going on to law school. Thereafter he would like to work as a juvenile defender in a large metropolitan area, such as New York City, then possibly moving up to being a judge in the juvenile system. While in college he sees himself residing in on campus housing. Once graduated, he would like to move into his own apartment.*



Activity Time!

- In small groups you will be expected to create a PLEP for a student based on a given scenario.
- Be sure to address all parts (academic, social, physical, management, transitional).



How do I know the PLEP that was created is going to be effective?

- You know you have done well when another person reads your PLEP and has a clear understanding of the student's needs, strengths, and accommodations that have to be made within the classroom.



Let's Share

- At this time the groups will present what they have. The other participants will attempt to give a description of what they would do within their classroom for the student then give constructive feedback on how to improve the PLEP.

Goals, Objectives, Benchmarks

- Goals- The identified skills that need to be developed in order to best support the student's academic success.
- Objectives-- The parts that come together to assist the student in achieving his/ her goals.
- Benchmarks-- *see objectives*

Example

- Goal Example-- Rudy will develop a functional system for organization.
 - Objective-- Rudy will color code his notebooks for each of his classes, designating one color per class.
 - Objective-- Rudy will utilize his agenda on a daily basis recording his homework for each class, tests that are coming up, projects to be worked on, and parent signature.

Add to your PLEP

- In the same groups as before create goals and objectives for the student you created a PLEP for.



Share...

- We're going to do the same as we did before with the PLEPs... present and give constructive feedback.



In closing...

- On a piece of paper please answer the following questions:
 1. How do you know if the PLEP you have created is going to be effective?
 2. What type of vocabulary is necessary in goals and objectives?



Student #1—John

John is a seventh grade student. With a hearing loss of 40 dB in his left ear and 50 dB in his right ear he is classified as Hard of Hearing. He has a secondary disability of ADHD (attention deficit hyperactivity disorder). He wears hearing aids in both ears and uses a FM system in class at times.

John is an average student with grades ranging from A's to C's. He has a difficult time staying focused for long periods of time, especially through lectures. John is a very hands-on type learner but benefits from visual aids.

All in all John is healthy and in fairly good physical condition. He suffers from asthma and, therefore, carries an inhaler with him at all times. He also is taking medication for his ADHD.

Because John is hard of hearing preferential seating or circular seating for the class is ideal.

John is a very popular student and makes friends easily. When he is asked to do something he does not want to do, either because the task is too difficult or too long, he can challenge adults and become somewhat confrontational but is easily redirected with positive encouragement.

John's strengths are in the areas of mathematics and science. He struggles in English and social studies, especially when it comes to lengthy written assignments. His expressive language is well below grade level and should be a focus for improvement. Organization is also an area in need of great improvement for John.

When he "grows up" John would like to become a pediatrician. He would like his own practice after he gets out of college. John would like to attend the University of Rochester and complete his residency at Strong Memorial Hospital. John plans to live on campus throughout his schooling and get his own apartment thereafter.

Student #2—Shaniqua

Shaniqua is a student that is profoundly Deaf. She just transferred from Rochester School for the Deaf (RSD) so that she can finish out her sophomore year as well as her high school career. On top of learning and facing the challenges of mainstreaming, Shaniqua is learning how to use her services as well (interpreters, note takers, teachers, etc.).

At RSD Shaniqua was at the top of her class. Since she has transferred her grades have been lower than normal especially in English and social studies. Math and biology are Shaniqua's favorite classes in which she is very successful. Her mom has expressed an interest in getting her a temporary skills coach for the remainder of the year to assist her in getting more acclimated with her new situation. Organization has proved to be another area of weakness for her.

Shaniqua has been kind of a loaner since she arrived here. She has a difficult time relating to her peers and adults in the building because of the communication barrier she encounters. She has a tendency to get frustrated and act out when a task is too difficult.

Other than her deafness Shaniqua has no other physical hindrances.

Preferential seating and or a circular room arrangement is best in helping Shaniqua to feel like an included member of the classroom because she can then participate and see who is speaking and adding to discussions. Small group activities are ideal for encouraging Shaniqua to interact with her peers and learn how to get along with her hearing peers.

At this point, Shaniqua is unsure of what she would like to do when she graduates from high school. She finds animals fascinating and thinks she may like to do something in a field where she is working with then (animals) on a daily basis. She knows she would like to live independently in her own apartment but has yet to decide on a city in which to reside.

Name _____
Date ____/____/____
Day 2

1.) How do you know if the PLEP you have created will be effective/ useful?

2.) What type of vocabulary needs to be present in goals and objectives?

Name _____
Date ____/____/____
Day 2

1.) How do you know if the PLEP you have created will be effective/ useful?

2.) What type of vocabulary needs to be present in goals and objectives?



COOPERATIVE EDUCATIONAL SERVICE AGENCY No 7

CAROL CONWAY-GERHARDT, Ph.D., Administrator

DEPARTMENT of Special Education, NISSAN B. BAR-LEV, DIRECTOR

Cell Phone: (414) 460-4777
Web Page: <http://www.cesa7.k12.wi.us/spea>
E-Mail Address: nbarlev@wi.rr.com
nbarlev@chilton.k12.wi.us

530 W. Main Street
Chilton, WI 53014
(920) 848-9384
Fax: (920) 849-9385

Memorandum

November 29, 1999

TO: Special Education Teachers and Special Education coordinators
FR: Nissan B. Bar-Lev, Director of Special Education
RE: Examples and Tips of Making IEP Annual Goals Measurable

These examples were compiled by Ms. Donita O'Donnell, who also wrote the DPI handbook "A Guide for Understanding and Developing IEPs".

1. First of all, you will find it more difficult to write clear and measurable goals if you have not first written a clear and measurable present level of performance.
2. Remember that "measurable" means you can count it or observe it. When you are tempted to write unmeasurable terms such as "difficulty," "weak," "unmotivated," "limited," "defiant," "irresponsible," "uncooperative," and so on, stop and ask yourself, "What do I see the student doing that makes me make this judgement call?" What you actually see the student doing is the measurable content you need to identify in your present level.
3. So how do I make the Present Levels of Educational Performance and Annual Goals measurable?

To make something measurable, you can specify a grade or age level performance if that grade or age level performance is clear or definable through district standards or other curriculum or through known scope and sequence materials, developmental materials, or through testing materials. You can also make it measurable by indicating a rate, for example, 3 out of 4 times, 80% of the time, 5 minutes out of every 10, 75% success. When using a rate, be sure you can specify and measure the "whole part." In other words, if you say a student will do something 80% of the time, does that mean you or someone will

have to watch the student 24 hours a day, 5 days a week? If the whole time would be unreasonable, than modify your expectation to specify the whole time that will be used for purposes of accountability, for example, 80% of any 15-minute observation. You can make student behavior measurable by defining the factors surrounding the behavior. These include precipitating events, such as, "when asked to work independently," or environmental factors, such as, "when dealing with female authority figures," or other patterns, such as "always after lunch," "in math class," "on the playground." Finally, you can make behavior measurable by identifying the results of the behavior, "Removal from the classroom has increased [this behavior]." If this looks like a Functional Behavioral Assessment, it is. Even informally, the techniques of an FBA can do wonders for making your present levels clear and measurable.

4. Finally, remember that you probably know most, if not all, of what you need to know to make these components of the IEP measurable. Learn to ask yourself questions that help you focus on what you know that is critical to this task. Here are some of those questions:

- What is the area of need for this student? "
- How is this area of need related to the student's disability?
- How does this area of need impact (a) the student's progress in the general curriculum? (b) the student's need to remediate, compensate for, or cope with his or her disability?
- What does the IEP team want this student to know or be able to do as a result of this IEP?
- Why can't he or she do it now?
- What is it about the student's disability that interferes with achieving this knowledge or skill?
- Why does this student need an IEP for this as compared to other student's who don't need an IEP?
- What is the actual (measurable) starting point for this knowledge or skill?
- How will we know if the student can or succeeds at doing this?
- What will I see this student doing when he/she reaches this goal?
- How is this relevant to this student's learning needs?
- What effect does reaching this goal have on closing the student's learning gaps (1) relative to his/her peers? (2) Relative to his/her lifelong learning needs?
- Did I avoid vague or unclear words or phrases?
- How can I measure this knowledge or skill or how can I measure indicators of this knowledge or skill?

The following are some present levels of performance with notations to show why they aren't clear or measurable, and how to make them clear and measurable.

- a. **"Billie is a 3rd grader who has difficulty with reading, written language and math".**

REWRITE: Billie is a 3rd grader with reading and math skills at 1st grade level. In written language, Billie spells at an early 1st grade level. She knows that sentences begin with a capital letter and end with a period, but she has no other consistent understanding of capitalization or punctuation. She is unable to write a complete simple sentence.

- b. **"Billie is successful with modifications and special education programming and resource assistance, earning passing grades in all classes".**

REWRITE: With modified writing assignments and adult assistance in reading and math, her teachers have indicated that she demonstrates average understanding of most classrooms content. She listens attentively but does not participate in complex problem-solving activities in math, science, and social studies.

- c. **"Billie tries very hard, but has difficulty completing assignments and turning them in on time".**

REWRITE: Teachers report that she is rarely off task, yet she fails to turn in assignments on average once a day. Another 3 assignments per week, on average, are turned in incomplete.

- d. **"Joan's reading is at least a year below that of her grade level peers, and her writing skills are poor".**

REWRITE: Joan's reading decoding skills are 4 years below her grade level (8th grade); her comprehension skills are 2 to 4 years below grade level (variation due to familiarity with content); and her listening comprehension skills are at grade level. In written language, she is able to write a complete sentence, and will combine simple sentences into compounded sentences when reminded to do so. Spelling of phonetically predictable words is at approximately 5th grade level, but she is unable to recall the correct spelling of most unpredictable words, including "would, show, they, from," and others. She has learned capitalization and punctuation rules, requiring only occasional reminders when she forgets to apply them.

- e. **"Dolly dislikes school and teachers. She often violates school rules. She becomes angry easily and refuses to obey authorities or take responsibility for her actions".**

REWRITE: Dolly does not initiate conversation with adults in the school setting, and only responds to adult communication when the adult confirms Dolly's attention and eye contact. In unstructured or loosely structured settings, Dolly's activity level increases and she is more likely to violate school rules, or become agitated or angry. She has been given 8 disciplinary notices in the past 10 days and 27 since school started 3 months ago. All of these situations occurred during transition times or when the teacher was not in the classroom.

When angry, she doesn't know how to de-escalate and has not been willing to discuss the situation after it is over.

Now, let's try some goals for each of the above.

- a. **"Billie will increase reading skills. Billie will increase math skills. Billie will increase written language skills to 3rd grade level".**

REWRITES: Billie will increase reading skills to 2nd grade level. Billie will increase math skills by 1.5 grade levels. Billie will demonstrate written language skills that include spelling at 2nd grade level, use of complete sentences, and correct punctuation and capitalization.

- b. **"Billie will pass all classes".**

REWRITE: With modifications and assistance, Billie will continue her progress with basic skill activities in general education classes and improve her performance with problem-solving activities in math., science, and social studies by applying problem-solving techniques to at least one such problem per week in each of math., science, and social studies.

- c. **"Billie will complete assignments and turn them in 80% of the time".**

REWRITE: Provided with modified assignments and adult assistance, Billie will complete assignments and turn them in 80% of the time. NOTE: While this goal is clear and measurable, it fails to acknowledge the important information shared by the teachers; that is, that Billie is on-task most of the time, so obviously she needs something more to help her complete the work and turn it in. If we don't know what that is, we provide a broadly stated condition that allows us to identify her need. Remember that an IEP isn't a contract, and sometimes, as in this situation, it is important to specify what the district will do to help the student. One other NOTE: This may be more appropriate as an objective related to some other area of need, rather than a goal on its own.

- d. **"Joan will increase her reading and writing skills by one year".**

REWRITE: Using compensatory strategies, Joan will comprehend written materials at the 8th grade level with 70% accuracy, and with remediation, she will increase her decoding and reading comprehension skills to the 6th grade level.

ALSO: Joan will improve her written language and spelling skills so that she can write a clear, cohesive, and readable paragraph consisting of at least 3 sentences, including compound and complex sentences that are clearly related.

- e. **"Dolly will demonstrate recognition of positive attitudes in school. OR Dolly will demonstrate social skills at the 6th grade level".**

REWRITE: Dolly will demonstrate pro-social skills that result in interactions with adults and peers as defined by the short-term objectives:

1. Dolly will initiate conversation perceived as pleasant by the adults at least 2 different times each day.
2. Dolly will identify at least 2 strategies for recognizing when she can involve herself in conversations or other school activities.
3. Dolly will employ strategies she identifies so that she can be an active participant in social and school-related conversations and activities at least once each day.

f. **"Dolly will decrease her anger and her violation of school rules".**

REWRITE: Provided with anger management training and adult support, Dolly will remove herself from environments that cause her to lose control of her behavior so that she eliminates the need for disciplinary notices.

Here are some more goals, and how to improve them:

- a. **Present Level: While student turns in most of his assignments on time, he frequently fails to fill out his assignment notebook. Goal: Student will fill out assignment notebook 100% of the time.**

Inquiry: What is the purpose of this goal? If the student gets his work in, why do we need to add the assignment notebook task? Remember the relevancy question. Possibly, the IEP should specify a supplementary aid and service: "not required to maintain an assignment notebook."

- b. **Student will maintain his current level of self-advocacy skills in order to meet his daily needs 100% of the time.**

Inquiry: What is the purpose of this goal? What do we want the student to know or be able to do as a result of this goal? Why can't he/she do it now? Is the area of need related to these "daily needs?" What are they? What is interfering with success in this area of need? Or is this just a maintenance goal? If so, providing support for maintenance doesn't require a goal. You can still provide that support without a goal. Why does this student require an IEP? For modifications? For supports? Is the student, otherwise at grade level in all skills? Or at a level needed for post-secondary success? If not, identify areas of need that are inadequate and build the supports and accommodations into that goal. Here is an example: **GOAL:** Student will demonstrate the planning and communication skills needed so that he is provided with accommodations for his disability and supports necessary for completion of assigned tasks at school and on the job.

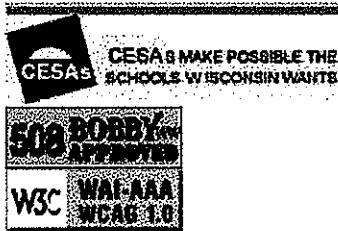
- c. **"Student will organize his work so that he can pass all classes".**

Rewrite: Student will establish and maintain a system for organizing his work

and other responsibilities so that he completes required work and assignments and turns them in on time 80% of the time.

- d. **"Kyle will participate in adapted physical education activities when provided with adapted equipment".**

Rewrite: Provided with adapted equipment and assistance, Kyle will acquire skill with 3 or more different leisure time physical activities that promote flexibility and tone in arms and upper body.



CESA 7 Main Office: 595 Baeten Road, Green Bay, WI 54304
Ph: (920) 492-5980 Fax: (920) 492-5595
Website: <http://www.cesa7.k12.wi.us>
CESA 7 Mission: *Providing collaborative leadership and service*



[Welcome Screen/](#) [Frequently Asked Questions/](#) [Goal Codes/](#) [Overview/](#) [Administrator's Guide/](#) [PDF Documents](#)

[Progress Conclusion/](#) [Decision Making-Progress Conclusion/](#) [Discrepancy Conclusion/](#) [Decision Making-Discrepancy Conclusion/](#)

[Independence Conclusion/](#) [Decision Making-Independence Conclusion/](#) [Goal Status/](#) [Decision Making-Goal Status](#)

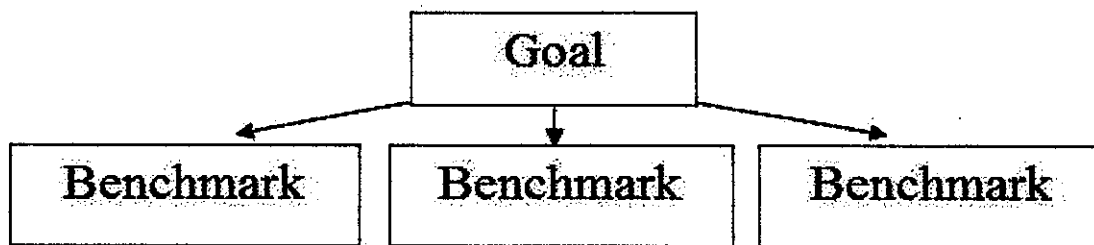
IEP Results Overview

IEP Results encourages and supports professionals in focusing their energy on what matters most. IEP Results is a simple, straightforward, and meaningful way to collect information and make decisions about learners.

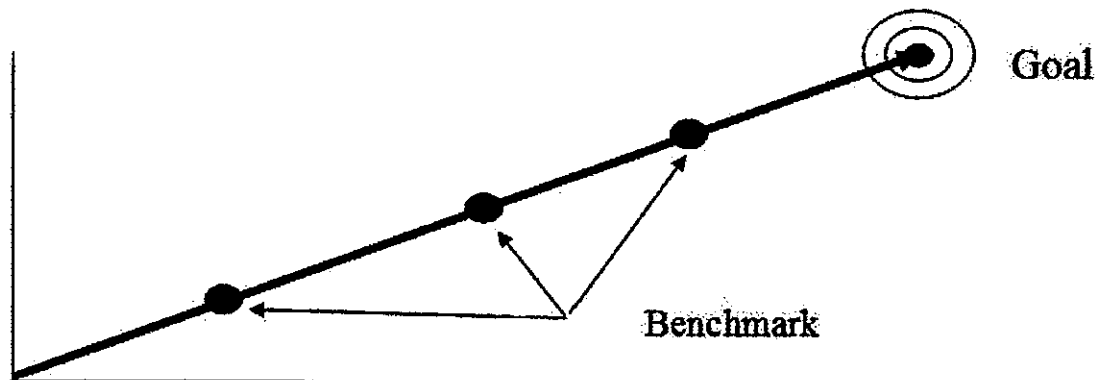
What is IEP Results? IEP Results evolved from a project, "Iowa Special Education Effectiveness" (I-SEE). The purpose of IEP Results is to help educators and parents describe the IEP goals that are being worked on in classrooms. IEP results provides a framework for writing goals and monitoring student progress to help make important decisions about student performance.

What is the framework for writing IEP goals? Quality decision making can come only from well written IEP goals. Congress recognized this when reauthorizing the Individuals with Disabilities Education Act (IDEA) in 1997. I-SEE, the forerunner of IEP Results, created a foundation for a writing measurable annual goal that is useful for teachers as we all work to meet the needs of students while complying with laws. Hence, the IEP Results goal framework is that goals are Measurable, Meaningful, Monitored, and that IEP teams Make Decisions about student performance on IEP goal areas.

I thought I was writing Measurable IEP goals... In some cases, teachers have been writing measurable IEP goals. In other cases, teachers wrote measurable IEP objectives. Merely writing an objective as a goal does not make it measurable. Prior to IDEA '97, we tended to write objectives that were fragmented. Objectives were met individually and in isolation, and did not "build" upon each objective toward a goal.



In IEP Results, a cumulative picture is drawn, where benchmarks build logically and in sequence toward a unified, measurable goal for the student.



This long-term focus is meaningful, because it ties in with the long range expectations of families and students as they work as part of the IEP team on writing an IEP that will positively impact a learner's life. A long-term goal is also more monitorable, because the sequence of objectives measures one thing at a time, and determines when the next objective can be targeted. As you can see, measurable goals that are monitored lead to making decisions.

What decisions are you talking about? There are four decisions that IEP teams will begin documenting. First, is the Progress Conclusion. This conclusion answers the question, "Is the progress of the child towards this goal what the IEP team expected?" Second, is the Discrepancy Conclusion. This conclusion answers the question, "How does the child's performance compare with classmates in general education?" The third conclusion answers the question, "Is the child becoming more independent as a result of progress in this goal area?" This conclusion is called the Independence Conclusion. The fourth and final conclusion is the Goal Status, which asks the question, "Will work in the area continue?" Later in this document are concept papers that further describe each conclusion.

This sounds interesting but I have so many IEP goals, how can I track them all? IEP Results uses a coding scheme developed by the National Center for Educational Outcomes. The codes have recently been updated based on the analysis of data collected from schools participating in the I-SEE pilot project. Goals are coded based on the purpose for which the goal is written. These goal codes include the areas of Physical Health, Responsibility and Independence, contribution and citizenship, Personal and Social Adjustment, and Academic and Functional Literacy.

How will IEP Results help me? The focus of IEP Results is on student outcomes. Your efforts as a teacher are also focused on helping improve student outcomes. IEP Results helps you through its framework of measurable goals, meaningful goals, monitoring of goals, and making decisions about goals. The information you gather to make better decisions will be of interest to parents, and you can use the information to report progress to parents. If you use a visual depiction of the information, it is intuitive to parents and will help you in your IEP reviews to show exactly how the student is performing. The information will also logically lead to a conclusion about what will happen to the goal next year, as well as insight on when a student will be ready to be exited from a goal area.

There's gotta be a catch! Yes, there is! The information you will be using in your classroom, we can use as a system. Building principals will have a better sense of the types of goals being worked on in special education. School districts will get a sense of the magnitude of problems being addressed in special education, as well as what types of problems are most prevalent. As a school district, this information could be used as part of school improvement efforts, and help district examine curricula, and outcomes for students. School boards can see the impact that special education is having on kids in the community. All of these benefits to districts can be extended to Area Education Agencies (AEA), and to the State Department of Education. We are, as of this writing, the first and only State in the United States embarking on this important journey. But it starts with you, the classroom teacher. Your AEA team is there to help you. By embracing this project, your IEP team, including parents, will have the information you need to better help kids of all ages who happen to have disabilities.

Hosted by Heartland AEA 11 in cooperation with The Department of Education

<http://www.aea11.k12.ia.us/iep/iepresults/overview.htm>

This is the html version of the file <http://menus.csun.edu/MENUS%20text/classrooms/word%20docs/edu.DOC>.
Google automatically generates html versions of documents as we crawl the web.
To link to or bookmark this page, use the following url: <http://www.google.com/search?q=cache:ioL11H-qxPoJ:menus.csun.edu/MENUS%2520text/classrooms/word%2520docs/edu.DOC+%22measurable+g>.

Google is neither affiliated with the authors of this page nor

These search terms have been highlighted: **measurable goals and objectives** **key terms**

1146

Objective

This module focuses on educational placement options and on the IEP that determines each student's placement. Placement options available for deaf and hard of hearing children are:

- State Residential School
- Resource Room
- Day School for the Deaf
- Mainstream Classroom
- Self-Contained Classroom
- Inclusion
- Itinerant Teacher Services
- Charter Schools

In addition, this module addresses the issues surrounding the provision of appropriate communication methodologies, assessment and grading procedures.

The reader will also learn about support and auxiliary services. Communication is an important factor and it is crucial that deaf and hard of hearing students receive appropriate support services with respect to communication. These include:

- Interpreter Services
- Speech Therapy
- Notetaking Assistance
- Audiology Services
- Assistive Technologies
- Counselor or Social Worker
- Itinerant or Resource Support

- Psychological Services

The reader will also learn about communication and educational philosophies on how to provide communication access within educational settings for deaf and hard of hearing students. A number of innovative educational program approaches aim towards academic success.

Personal Experience

"Itinerant teachers are very, very important with mainstream children. They're the main contact and the liaison. It's part of their job to go into classrooms and check the equipment, monitor it and work with the students to see that technologies are accepted and used properly. Communication between itinerant teachers, audiologists and classroom teachers is very important."

- Karen Massett, Educational Audiologist

"I can remember experiences I've had with new teachers wondering: who is this other adult in my classroom watching me teach? What if the interpreter is criticizing things I'm doing? But after a teacher has met me, we are always able to work as a team. Teachers need not be afraid to ask the interpreter questions, like: how can we best teach this lesson? We can discuss it together and figure out new ways to teach something, involving the deaf students with the hearing students. Have an open mind about the teacher and the interpreter working together. "

- Tammy Smith, Educational Interpreter

"One problem is I talk very fast, so it was hard for me to learn to slow down a little bit, to make sure I was giving my D/HH students the same opportunity I was giving everyone else in the classroom to digest the material, and to ask questions about the material. The positive thing is that the changes I've made, I do in all my classes now whether I have D/HH students or not. It's just good teaching."

- Dave Thomson, High School History Teacher

"As a new teacher, I had never even realized that D/HH students were a part of a regular school system. I know that sounds archaic and very sheltered, but I never anticipated having D/HH students. They were just there on the first day of school, and an interpreter walked in, and I just had to deal with it."

- Leigh Wilderman, High School Science Teacher

Introduction

What is the best educational setting for my child? Will my child be able to communicate freely in a mainstreamed setting? How will my child get information accurately? These are the common questions that every parent faces when it comes to placing their deaf or hard of hearing child in school. Fortunately, parents can make informed decisions if they thoroughly research educational options for their child and maintain serious involvement.

The Individualized Education Plan (IEP) allows parents to assist in developing an educational program for their child. An IEP meeting includes many professionals, each with a specific expertise to give insight and guidance. Teachers will want the easy facilitation of communication for deaf and hard of hearing students, in both peer interaction and classroom participation. The placement and the chosen program must ensure that the student has access to peers and to instruction mode of communication.

Support services "fill some workable gaps" in communication for the deaf and hard of hearing students, their hearing peers and adults. There are different communication and educational philosophies that provide options for developing communication skills and providing the appropriate education. In addition, there are innovative educational program approaches out there to encourage more opportunities for academic success.

It is every parent's goal that their deaf or hard of hearing child succeeds in a mainstreamed educational setting. Deaf and hard of hearing students need to be provided with numerous opportunities aimed toward academic achievement. Thus, they can mature into independent adults who are able to advocate for themselves.

Placement Options

There are various programs designed to meet the challenges of educating a deaf or hard of hearing child. The critical point to determine a particular child's educational program starts with the Individualized Education Plan (IEP). The IEP gives educators and parents a way to custom-tailor instruction to a child's needs, thereby broadening his or her educational opportunities.

The IEP is a federally required document that lists all services the child is to receive, as well as **measurable goals and objectives** to be achieved during the academic year. A copy of the IEP is always kept in a confidential and safe place where the teacher may have access to it.

The Individuals with Disabilities Education Act (IDEA) requires certain information to be included in each child's IEP. It is useful to know that states and local school systems often include additional information in IEPs to document that they have met certain aspects of federal or state laws. The flexibility that states and school systems have to design their own IEP forms is one reason why IEP forms may look different from school system to school system or state to state. Yet each IEP is critical in the education of each child.

Required Participants for IEP Meetings

Parents

- are key members of the IEP team.
- know their child very well and can talk about their child's strengths and needs, as well as ideas for enhancing their child's education.
- can offer insight into how their child learns, what his/her interests are and other aspects of the child that only a parent can know.
- can listen to what the other team members think their child needs to work on at school and share their suggestions.
- can also report on whether the skills the child is learning at school are being used at home.

The Regular Education Teacher

- possesses knowledge of the general curriculum.
- knows the various aids, services or changes to the educational program that would help maximize learning and achievement for the child.
- utilizes strategies to help the child with behavior, if behavior is an issue.

The Special Education Teacher

- has expertise in modifying the general curriculum to help the child learn.
- Is able to share information about supplementary aids and services that may benefit the child in the regular classroom.
- possesses knowledge of assessment modifications that are appropriate for each child.
- is able to individualize instruction to meet the student's unique needs and strengths based on the assessments given.

An Individual Representing the School System

- has knowledge dealing with special education services and educating children with disabilities.
- can talk about the necessary school resources.
- has the authority to commit resources and be able to ensure that services established in the IEP will be provided.

The Student

- must be invited to attend if transition services are to be discussed at the meeting.
- can participate and lead his or her IEP meetings.
- can develop a strong voice in his or her own education, while learning a great deal about self-advocacy and self-determination.

Other Possible Representatives Joining the IEP Team

Additional representatives may be invited to clarify the needs of deaf and hard of hearing students at IEP meetings. Other possible representatives at the IEP meeting may include:

A Special Assessment Specialist

- to interpret the child's evaluation results. These results are useful in determining the child's progress in school and identifying areas that need the most focus.

Advocates/Experts

- can be invited to participate on the team by the parent or by the school system.
- have expertise in a particular area about the child and his or her disability.
- can talk about the child's strengths and/or needs.

Transition Service Agency Representatives

- may be responsible for providing or paying for transition services.

- can help the team plan any transition services the student might need.
- can commit the resources of the agency to pay or provide the needed transition services.

To create an effective IEP document, parents, teachers, other school staff and often the student must come together to look closely at the student's unique needs. These individuals collaborate by sharing knowledge, experience and their commitment to design an educational program to help the student be involved in and progress in the general curriculum. The IEP guides the delivery of special education services. Writing and implementing an effective IEP requires teamwork.

Placement Options

State Residential schools for the Deaf – A residential school provides comprehensive academic, health and socialization programs, including dormitory living for students who are deaf and hard of hearing. Most programs serve students from preschool through twelfth grade. Additionally, schools have parent-infant, vocational and outreach services. All staff and personnel at residential schools are expected to communicate with the students fluently in all areas of academics, recreation, sports, leisure, field trips and residential settings.

Many view the residential setting as a good opportunity for deaf students to become familiar with the deaf community. This is especially true for students who come from hearing families. Currently there is a residential school in all but five states within the U.S. (The exceptions are Alaska, Wyoming, Nebraska, Massachusetts and Nevada.) New York has seven residential schools, Pennsylvania has three, and California has two. Some parents may be wary about sending their child to a residential school due to concerns about distance and the child coming home only on weekends.

Day Schools for the Deaf – Special day schools exist for deaf and hard of hearing children. These programs employ specialized teachers of the deaf and hard of hearing to teach all subjects. They also have support service professionals such as interpreters, audiologists and speech therapists. Deaf and hard of hearing students commute to and from these schools on a daily basis. Many are centralized to provide peer interaction.

Mainstreaming Classrooms – Mainstreaming is the term most often used to describe the placement of a deaf or hard of hearing child in a general education classroom and/or school. The term became popular with the passing of Public

Law 94-142 in 1975. This law impacted the decision-making process for placing deaf and hard of hearing children as it mandated an appropriate education for all deaf and hard of hearing children within the least restrictive environment (LRE). The least restrictive environment is usually interpreted as the environment in which the deaf and hard of hearing student's needs are met on an equivalent level with the needs of the non-disabled. On a continuum of placement options, a mainstreaming placement would be considered less restrictive than a residential or day school for the deaf. Since the law mandates an "appropriate" education in addition to a placement in the least restrictive environment, all placement options must be considered on an individual case-by-case basis to ensure that each student's needs are met. A variety of mainstreaming program options exist for the education of deaf and hard of hearing students. The following are examples of placement options within the mainstreaming environment:

- **Self-Contained Classrooms** – Students spend their school day or part of the day in a special classroom with a specialized certified teacher of the deaf. The teacher's instruction may include different academic subjects and/or reinforcement of academic subject material previously taught in the general education classroom.
- **Resource Rooms** – Students may attend class in the resource room for only a small portion of their day for half the day or for most of the day, depending upon their individual needs. The teacher may teach sign language, speech reading or speech and auditory training, depending upon the student's needs as defined in the IEP. For those students who may struggle following subject matters in the regular education classrooms, teachers in the resource room can clearly explain these areas visually. Students may also receive other support services.
- **Inclusion Models** – The term "inclusion" is often used interchangeably with the term "mainstreaming" in the field of deaf education. But while mainstreaming includes program options such as self-contained and resource classrooms, inclusion operates with the philosophy that students can go to class along with other neighborhood children and receive special education, support and services that they need in this "regular education" environment. The inclusion model embraces the idea that teachers organize their classroom, teaching in such a way as to include every student's participation in a meaningful and purposeful manner. Inclusion emphasizes a style of teaching that is used in the general education classroom.

- **Itinerant Teacher Services** – Deaf and hard of hearing students who are placed in a regular or special educational environment may receive instruction for a part of the day from an itinerant teacher of the deaf. Itinerant teachers are specialized certified teachers who travel to schools where deaf and hard of hearing children are located. Services may range from providing the educational staff with in-service support training, teaching communication skills and providing vocabulary reinforcement or test preparation for academic subjects. The itinerant teacher is scheduled to work with a student (often on a one-on-one basis) at weekly intervals or visits with an average of one to two class periods per week, depending on the child's needs.
- **Charter Schools** – Charter schools were created to provide more choices in public education, encourage competition among public schools, spur innovation and improve educational outcomes for all children. Started by teachers, parents and other community groups, charter schools are freed from most of the restrictive laws that govern traditional public schools, however, charter schools are still held accountable for student success. Currently, 39 states have passed some version of a charter school law that features alternative or unique instructional programs. They often have a specific focus and have been successful programs for deaf students in several states. Funded like other public schools, they operate under five-year charter contracts or charters that may be renewed if the school meets its performance goals.

Teachers' Needs and Concerns

It is best for the general education teacher to confer with the teacher of the deaf and hard of hearing, and support services personnel to ensure coordinated effort. Good communication assists the general educator in approaches for instructing the student and in determining when and how all the student's IEP goals and objectives will be addressed. This often requires careful coordination among the various school personnel working with a deaf or hard of hearing child.

Peer Interactions

There are several questions to keep in mind when observing a deaf or hard of hearing child's behavior in your classroom. You may want to share your concerns with a deaf and hard of hearing specialist or itinerant teacher.

- How does the student cope when other students do not understand him or her?
- Does the student walk away from the situation, become frustrated and behave negatively, or does he or she find another way to communicate, for example, using another peer to act as an interpreter?
- When deaf or hard of hearing students communicate with hearing students, how is the communication accomplished?
- Do the students sign, speak or write notes with each other to communicate?
- Does anyone help the deaf or hard of hearing students follow social conversations? If so, who helps and how?

Peer Relationships are Key

When a deaf or hard of hearing child is mainstreamed into the general education classroom, the general education teacher plays a large role in the child's academic and social development. Since communication skills and socialization abilities are intrinsically linked, children with communicative issues may find it difficult to socialize or develop close relationships with peers.

Preparing the entire class for the arrival of a deaf or hard of hearing student in the class can be a very positive thing for socialization efforts. The teacher may choose to invite older deaf students or the teacher of the deaf and hard of hearing into their classroom to explain hearing loss and perhaps teach the class basic signs. The teacher may choose to invite an audiologist to visit the class to show students hearing aids and assistive listening devices.

Treating the deaf and hard of hearing student like the other students as much as possible is very important. If the deaf or hard of hearing student is new to the class, the teacher may ask a peer in the class to become a "buddy" for him or her. Perhaps the deaf or hard of hearing could then be a "buddy" for the next new student. This is one way of letting the deaf or hard of hearing student know that he or she is an important member of the class.

Factors Regarding Communication

General education teachers who have deaf and hard of hearing students in their classrooms will benefit from awareness of communication factors that affect students with a hearing loss.

Visual Attention

- Be sure to have the student's visual attention before talking to him or her.
- Wait until he or she is finished looking at the photo or the notes on the overhead before speaking again.
- Seat the student near the person speaking, facing away from bright light sources.

Be Aware of Visual Communication Needs

- Talk facing the student (not facing the chalkboard).
- Make sure the student is able to see you at all times.
- Avoid covering your mouth or face while talking.

Non-Verbal Communication

- Use normal facial expressions and gestures.
- Do not exaggerate words. Doing this makes them more difficult to speechread.

Repeat, Rephrase

- If the student does not understand you, repeat patiently and emphasize key words.
- If the student still does not understand, rephrase using simpler language.
- If necessary and possible, demonstrate what you mean.
- Have the child repeat back directions and important concepts to confirm understanding.
- List **key terms** and concepts on the board or overhead so that the student has access to them in written form.

Understanding the Student

- If you do not understand the student, ask him or her to repeat.

- Repeat what you did understand and then ask the student to continue.
- Do not pretend to understand if you do not.

Student Participation

If the student is not an active participant in class, he or she may have problems learning the content material. The more involved a student is in his or her learning, the more effective it becomes. When looking at student participation, there are a number of areas that can be analyzed:

Does the student:

- follow the speaker or does he/she become lost following the discussion?
- raise his/her hand to answer questions and volunteer additional information?
- ask questions when he/she is confused or wants more information?
- raise his/her hand, clear off the desk, sit or stand, etc., because he/she understands the instructions or because he/she is imitating others?
- participate or does he/she sit back and let other peers do the work?
- become hesitant about speaking in class due to communication obstacles or a fear that he/she will not be understood?

The answers to these questions help determine the goals and direction of a student's educational plan.

Teachers' Concerns

- **Testing** – Testing accommodations are required for deaf and hard of hearing students under the Americans with Disabilities Act (ADA), when an individual has a qualifying disability. Proponents of testing accommodations for deaf and hard of hearing students feel that some students may experience difficulty with English as a result of their hearing loss. For these reasons, some students can be given testing accommodations to ensure that the test assesses what it is designed to measure.

Opponents of testing accommodations feel that deaf and hard of hearing students will need to meet certain requirements later in life. Therefore,

meeting regular academic requirements in school helps prepare them for the future.

Testing accommodations that have been used include extended time, testing editing by the teacher, signed test with signed responses, allowing the student to use a word processor for essay exams and creating a distraction-free environment. The IEP team will determine the appropriate assessment tools and accommodations.

- **Grading Issues** – Often, general education teachers are not sure how to grade a deaf or hard of hearing student. Since the language development progress of a deaf or hard of hearing child often differs from that of their hearing peers, grading their work using the same criteria used for hearing students can sometimes lead to a grade that does not reflect the effort and improvement made by the student. For example, a deaf student may try his or her best and work very hard on writing a report on a social studies topic. The student includes appropriate content and develops significant skills in the process. Yet, the written English sentences have grammatical errors. This situation occurs fairly frequently with many deaf students, due to the fact that they did not acquire the linguistic structures of English in a natural process during the ages of 0-4.

How do general education teachers deal with these issues? One strategy to address grading issues is to discuss concerns with the teacher of the deaf and hard of hearing, the general education supervisor (school principal or assistant principal) and the parents. This input can help determine a grading policy which is reflective of the student's work and progress and takes into consideration the special needs of the student. The IEP identifies the mastery criteria and grading modifications a teacher can use.

Support and Auxiliary Services

Many factors need to be considered when deaf and hard of hearing students are placed in a regular education classroom. The most important is ensuring access to the curriculum. If the student uses sign language as their primary form of communication and the classroom teacher does not sign, then an interpreter or other support services must be brought in. If the student does not use sign as his or her primary way of receiving information, then another service may be provided, such as real time captioning or C-print. When the student is busy receiving information visually, it is hard to take notes. If he or she loses some information presented, then there is a need for a notetaker. There are other

support services students may need for success in the classroom. No two students benefit equally from the same support services. Therefore, it is critical not to place a student in the classroom based on existing services available. The specific individual needs of each student must be considered and addressed.

Services Inside the Classroom

- **Interpreters** – Interpreters are used in the school setting in a variety of capacities. Oftentimes the interpreter functions not only as an interpreter, but also provides in-class support. This generally happens in elementary schools when students are not changing classrooms throughout the day. Once students enter secondary school, interpreters are used less often as “tutors.”

An interpreter's role is to facilitate communication between deaf, hard of hearing and hearing individuals by conveying all auditory and signed information so that all may fully interact. They are not to be used as teachers' aids.

- **Transcription Services** – Transcription services provide a visual display of a speaker's words. Computer Aided Real-Time Transcription (CART) utilizes court reporters who type on a stenographic keyboards and provide a verbatim readout on a monitor or TV screen. All auditory information is recorded, including laughter, interruptions from the audience and so forth. It can be used with either individuals or groups. TypeWell and C-Print systems differ slightly from CART. A hearing transcriber uses a notebook computer with abbreviation software to transcribe spoken language meaning-for-meaning (as opposed to verbatim). All three systems can be used in lecture halls, classrooms or meetings.
- **Notetakers** – Notetaking is the support service most widely used by deaf and hard of hearing students. Notetaking provides the student with access to course content, but it is not meant to substitute for interpreting services. Generally, the student may need both an interpreter and a notetaker due to the conflicting tasks of watching an interpreter and taking lecture notes. For students who do not sign, notetaking may be their only means of getting information in the classroom. Notetaking can take form of written lecture notes either by a professional or by a classroom volunteer.

- **Assistive Technology** – Assistive technology is usually defined as devices for people with disabilities. It includes augmentative and alternative communication, environmental controls, seating and positioning, mobility devices, computer access technology and technology for people who have learning, physical, cognitive and/or sensory disabilities. The device itself is a piece of equipment or a product system (i.e., an FM system). It may be used to increase, maintain or improve the functional capabilities of the student with the disability.

Services Outside the Classroom

- **Itinerant or Resource Teacher of the Deaf and Hard of Hearing** – General education teachers who have deaf or hard of hearing students in their classrooms usually work in cooperation with an itinerant or resource room teacher of the deaf and hard of hearing. This cooperative effort serves the needs of the deaf and hard of hearing student in the most complete way. The itinerant or resource room teacher works with the student in a one-on-one or small group setting to reinforce language concepts, vocabulary and literature targeted in the general education classroom. It is helpful if the teachers involved can meet on a consistent basis to update each other on upcoming content and to give feedback to each other on how the student is progressing. In addition, it is helpful for the general education teacher to provide copies of all materials, including lesson plans or scripts for captioned videos which will be used in the general education classroom ahead of time. The teacher of the deaf can focus on the new concepts, words and phrases before the deaf or hard of hearing child encounters them in the large classroom. This ensures a more successful educational experience for the mainstreamed deaf or hard of hearing child.
- **Speech Therapists** – Speech therapist or speech-language pathologists in the school setting provide diagnostic, instructional and consultative services for the student as determined by the IEP team. The speech language pathologist may assess speech production, speech reading and listening skills. He or she may work in cooperation with the teacher of the deaf and hard of hearing in planning and implementing strategies to develop communication, language and related academic skills. He or she may assist school personnel and parents to enhance students' overall communication skills, including the use of interpreters and the use of technological devices for speech and language instruction. Speech and oral language services may be provided by either a speech, language and hearing specialist or by an appropriately trained teacher of the deaf.

- **Educational Audiologist** – An educational audiologist assists the teacher of the deaf and hard of hearing in analyzing instructional listening dynamics and recommending modifications for school environments or programs. He or she also educates school personnel and parents in making instruction more accessible to students with hearing loss. The audiologist is also qualified to provide community leadership to ensure that all infants, toddlers and youth with hearing impairments are promptly identified, evaluated and provided with appropriate intervention services. An audiologist may also:
 - perform follow-up comprehensive audiological evaluations
 - assess central auditory function
 - interpret audiological assessment results for school personnel
 - serve as a member of the educational team in the evaluation, planning and placement process. This includes making recommendations regarding placement service needs and modifications of classroom environments for students with auditory problems.
 - make recommendations about the use of hearing aids, cochlear implants, classroom amplification and assistive listening devices.
 - ensure the proper fitting and functioning of hearing aids, cochlear implants, classroom amplification and assistive listening devices.
 - analyze classroom noise and acoustics, and make recommendations for improving the listening environment.
 - collaborate with the school, parents, teachers, special support personnel, and relevant community agencies and professionals to ensure delivery of appropriate services for students.
 - make recommendations for assistive devices (radio/television, telephone, relay services, TTY, FM systems alerting and convenience) outside of school for the student.

- **Counselors and Social Workers** – The primary role of counselors for the deaf and hard of hearing students is to develop programs which promote mental health for students and their families. Thus, they work on programs that include coping skills, problem solving abilities and positive self-concepts in deaf and hard of hearing students. Typical skills of the counselor include:
 - knowledge about psychosocial and sociological aspects of deafness and the implications for family dynamics

- knowledge about postsecondary programs for students who are deaf and hard of hearing
 - knowledge about services available for individuals who are deaf and hard of hearing at community, city, state and national levels
 - knowledge about counseling philosophies and theories, and their application to clients who are deaf and hard of hearing
 - ability to provide psychosocial, developmental and coping skills training
 - proficiency in communicating with individuals who are deaf and hard of hearing in their primary language or preferred communication mode
 - understanding practices and procedures, and demonstrating skills for group guidance and counseling
- **Psychologist** – The school psychologist who works with deaf and hard of hearing students may have the following responsibilities and skills:
 - training and/or background in psychological and sociological aspects of deafness
 - knowledge in non-discriminatory assessment for deaf and hard of hearing students from cultural, ethnic and racial minorities
 - ability to select, administer and interpret verbal/nonverbal assessments
 - ability to provide group, individual and family therapy

Cautions and Benefits of Transcription Services (CHART)

Cautions:

- Students who are deaf or hard of hearing must have the skill and background knowledge to read and understand typed material. Captionists' and students must have the necessary support, training and equipment to make the system work.
- The program, the captionist and the student who is deaf or hard of hearing must have a back-up plan if the equipment breaks down (like a notetaker or an interpreter for example).
- Notes can be long, cumbersome and unclear due to literal translation or verbatim transcriptions.

Benefits:

- Students who are deaf or hard of hearing can see specialized vocabulary. This may be helpful when studying technical coursework and information.
- Students who are deaf or hard of hearing are exposed to more and varied examples of written English.
- Real-Time Captioning complements other support services (tutoring, notetaking, interpreting, etc.)
- Students who are deaf or hard of hearing can use hard copies as study notes and as a model to develop their own notetaking skills.
- Captionists' can work for long periods of time without overwhelming fatigue.
- Information can be transmitted to multiple locations simultaneously.

Innovative Approaches

Common Features of Mainstreaming and Integration

- Often, deaf and hard of hearing students may not be able to socialize because they are spread out.
- Hearing peers may not be familiar with communication modes used by the deaf and hard of hearing student.
- Depending on the chosen communication mode, student-to-student and student-to-teacher communications may be through a third party such as an interpreter.
- Teachers may have different curricula and different academic expectations for deaf and hard of hearing students.
- Students may feel isolated due to lack of peers.

Creative programs have been established at various school districts, offering deaf and hard of hearing students the best of both worlds.

Co-Teaching Method

Co-teaching is essentially a deaf education teacher and a general education teacher who teach together in the same classroom. This allows students to have additional support if they need it. Instruction in a co-teaching environment allows for many types of interaction: whole class with either one or both teachers, small group or one-on-one situations. Two teachers with different backgrounds in one classroom allows for various teaching approaches. The teachers are able to learn from each other which may be beneficial to them in present and future classrooms. Having a colleague in the same classroom also allows for improved

problem-solving. When a situation arises requiring a teacher to focus solely on one student, a second teacher is there to take care of the remaining students.

Co-teaching gives classroom teachers support and flexibility in the classroom. With certain dilemmas and situations, the only person who may truly understand what a teacher is going through is the other teacher in the classroom. Thus, teachers can work through difficulties with each other's support. Research has documented that a successful co-teaching team may extend the teaching period of both teachers.

With two teachers in the classroom, visual approaches can be combined with the pre-existing auditory-based format. This generally benefits all students in the classroom, not just the deaf and hard of hearing.

General and deaf education teachers bring unique characteristics of teaching and learning to their work, and this can benefit all students. Traditionally, the general education teacher's expertise is in the areas of implementation and assessment of the regular curriculum, while the special education teacher has more background in adapting and modifying the regular curriculum to meet individual students' special needs.

Co-teaching is easier at elementary levels due to the fact that both teachers and students stay in the same classroom all day. Middle and high school levels are usually more challenging because of schedule rotation and non-guaranteed common planning time.

Co-Enrollment

Co-enrollment classrooms have a few defining characteristics that are different from other types of classrooms. These characteristics include:

- Deaf and hard of hearing students are centralized into one classroom with hearing peers, ideally in a ratio of 1:3.
- Hearing peers are familiar with the communication modes used by students who are deaf and hard of hearing.
- Students are given full access to district's adopted grade-level curriculum.
- Teachers have the same expectations for the deaf, hard of hearing and hearing students in the classroom.
- Peers share similar backgrounds and language.

Roles in Co-Enrollment - The two main roles in a co-enrollment classroom are the general education teacher and the teacher of the deaf and hard of hearing. All teachers within a co-enrollment setting must have equal ownership and buy-in for classroom success. Both the general education and the teacher of the deaf

and hard of hearing are equally responsible for the education, discipline and growth of all students in the classroom.

Benefits of Co-Enrollment

- Students learn about deafness, sign language, commonalities, differences, patience and academics, both directly and indirectly.
- Students gain communication and language skills (i.e., English for deaf and hard of hearing students and ASL for hearing students).
- All students, whether deaf, hard of hearing or hearing, are taught using grade-appropriate curriculum that follows state mandated standards.
- Appropriate behavior, social and linguistic features are modeled by peers and adults.

There are five critical elements to the success of co-enrollment:

- Philosophy – An agreed-upon philosophy is vital to the success of a co-teaching/co-enrollment classroom. All parties must come to a consensus or the team and the classroom will fail.
- Communication – There must be open communication and the ability to freely discuss difficult issues. Other parties including parents, students, administrators and outside teachers must be kept informed on pertinent topics or developments.
- Planning Time – Teachers must have common planning time for a co-enrollment classroom to succeed. A common planning time allows the team of teachers to discuss their concerns, issues, successes and failures. It also allows them to plan and implement appropriate lessons.
- Combination Classrooms – Teachers must be willing to share responsibility and ownership of the classroom. Both teachers must be flexible in all areas of teaching, curriculum and classroom management.
- Administrator/Parent "Buy-in" – For a co-enrollment classroom to be successful, all parties including administrators, teachers, parents and students must believe that this program is and can be successful.

Varieties of Co-Teaching – There are different ways to implement co-teaching in any educational setting. Teams can look at the options available without limiting themselves to only one or two methods. Teams should determine which method works best if the material being presented and the academic level of the students. While one teacher delivers instruction, the other can assist students during the lesson. Ideally, the co-teachers' roles are equally shared.

- **Station Teaching** – Teachers are stationed around the room, teaching a specific curriculum topic. The students may rotate between the teachers during instruction time. In this manner, two subjects such as science and social studies can be taught simultaneously. Or station teaching can also be used to teach high and low groups the same curriculum (such as math or reading).

- **Parallel Teaching/Alternative Teaching** – Both teachers plan the lesson tighter, but implement it separately. This can occur in the same room or different rooms allowing for the grouping of students. This method can work well for students who may need additional background information, guided practice or review.

- **Team Teaching/Cooperative Teaching** – Team teaching or cooperative teaching occurs when both teachers plan and implement lessons together, and both teach all students.

- **Complementary Instruction** – This approach to teaming has one teacher presenting content while the other presents strategies to help students master the material.

- **Supportive Learning** – One teacher organizes and leads instruction and the other teacher develops and implements reinforcements or supplemental activities to support students' understanding.

- **Pull-In** – During pull-in, a specialist comes into the classroom to work with a small group of students for a specific lesson. The lesson is generally the same as what the other students are learning. This method is the reverse of popular pull-out methods where the student leaves the mainstreamed classroom for other instruction.

Regardless of the method used, it is important to maintain a feeling of equality between all teachers involved.

Co-Teaching Considerations

- **Where** – Co-teaching can occur in any educational setting, but it is most effective when there is collaboration between general and special education teachers.
- **When** – It is important to consider the best time for teachers to co-teach as it may not be possible to co-teach all day or every day.
- **Why** – General and special educators both have expertise in areas that can complement each other and benefit all students, in both special and general education. Special education teachers must write IEP goals and objectives to meet state standards. General education teachers may have a wider repertoire of teaching standards. Co-teaching also decreases student-to-teacher ratios. For example, in a class of 30 students with co-teaching the ratio is 15 to 1, in contrast to 30 to 1. Teachers can also learn from each other which benefits them professionally.
- **Benefits**
 - It saves time.
 - An educator has the opportunity to work with another educator in the same room.
 - Educators can learn from each other, thus increasing their own skills and knowledge.
 - It eases the classroom management burden and enables greater emphasis on creative, student-involved instruction.
 - It develops long-term professional and personal friendships.
 - It increases job satisfaction and reduces stress and burnout.
 - It enhances job stability.
 - It increases teaching effectiveness.

Moving Ahead Program

Moving Ahead offers additional academic support and tutoring for students. In Moving Ahead programs the student receives additional support within the classroom or on a pull-out basis for a specified period of time, no more than two hours a day and only in areas of concern. If the student requires more time, he or she may qualify for additional special education services.

Specifics of Moving Ahead

- Students needing additional support with content curriculum are eligible.
- It involves an additional teacher in the general education classroom as needed, but no more than 2 hours a day.
- It provides tutor-like support for specific areas of the curriculum.
- It is not remedial education.
- Any student can qualify for this service.

Regionalization

Regionalization occurs when programs collaborate to provide access to different placement options, including neighborhood schools, co-enrollment classes, special day classes, state special schools, regional programs and non-public programs. Students who are deaf or hard of hearing need peers, parents, adults, teachers, administrators and others with whom they can interact on a human level. Concentrating all educational options into one centralized location creates the critical mass needed for free and open communication, thus enabling students to share their ideas, hopes, dreams, beliefs and creativity.

- **Considerations**
 - Requires support at all levels (legislative, district, program, classroom, family, etc.).
 - Requires qualified and knowledgeable professionals (teachers, support staff, administrators, etc.).
 - May require special training for area programs and personnel.
- **Benefits**
 - Provides communication-based, quality education.
 - Creates a critical mass of students and trained professionals.
 - Strengthens existing program(s).
 - Increases communication and educational options for students who are deaf and hard of hearing.
 - Prevents unnecessary duplication of essential support services.
 - Saves money (day-to-day, as well as long term).

Regionalization offers empowerment as the deaf and hard of hearing students gather and share common interests. They gain insights regarding their deafness that their own families or teachers alone may not be able to provide. Moreover,

they get to work closely with qualified professionals who support their needs at many levels.

Philosophies

For hundreds of years, people have debated the best ways to teach communication skills and educate children who are deaf or hard of hearing. The following are a few factors to consider in the "great debate."

Education Philosophies

Oral/Aural – The oral approach is based on the premise that acquiring competence in spoken language, both speaking and speechreading, is a realistic goal for children who are deaf or hard of hearing. The oral method incorporates speechreading, residual hearing and teaching deaf children to use their voices to communicate. The essential components of oral education are:

- A communication system that uses speech, residual hearing, speechreading and/or vibro or vibro-tactile stimulation with or without normal gestures found in conversation.
- An education structure in which the teaching of language is conducted through its spoken and written forms.

Speechreading is also sometimes called lip-reading. It requires a great deal of work and concentration, as well as conducive conditions. It usually entails at least 70% guesswork. One cannot speechread in the dark or understand a speaker with food in his or her mouth. If the speaker has anything that obstructs a clear vision of his or her mouth, such as a mustache, or he or she turns their head away from the viewer while speaking, speechreading becomes difficult or impossible.

The oral/aural approach requires parental participation, as this method of instruction involves not only the classroom, but also the home. The goal of many oral programs is for children who are deaf or hard of hearing to grow up in learning and living environments similar to those of their hearing peers, thus allowing them to better participate in mainstream society.

Total Communication – Total Communication (TC) is a term first used in 1967 to represent a philosophy of communication rather than a method of instruction. TC may involve one or several modes of communication (manual, oral, auditory and written) depending on the needs of the student. The intent of TC is for the

teacher to use the most effective and appropriate form of communication for each situation. This means that the teacher may voice at times and sign at others. The teacher determines the form of communication used after considering what works for the student. Most TC programs use an English-based sign system, such as Signed English. English-based sign systems strictly follow English grammar and syntax, and incorporate some ASL signs.

Some people believe deaf and hard of hearing children should be taught to blend into the dominant hearing culture as seamlessly as possible. Others believe deaf culture and language have their own unique value, and therefore should be treasured and preserved.

ASL/Written English Communication Environments – Bilingual/Bicultural (Bi-Bi) education focuses on both English and the native sign language, such as ASL in America. Bi-Bi programs respect both ASL and English as legitimate languages, and advocate ASL as the first language of deaf children. The Bi-Bi approach recognizes that ASL and English are two distinct languages, each with its own grammar, syntax and rules for pragmatic interaction. Supporters of Bi-Bi programs believe that deaf children are not deficient; they are simply visual learners instead of auditory learners. A Bi-Bi program provides a visual learning environment where not only linguistic needs, but also cultural and social needs of students may be met. Bi-Bi programs do not support mainstreaming deaf students in regular education classrooms, as they feel that cognitive, linguistic and social competence are best achieved in an environment that provides full communication access to the curriculum. Supporters of Bi-Bi education believe that all children, regardless of hearing level, can benefit from Bi-Bi placement.

Language Development Programs and Literacy – Classroom teachers, whether they are regular education teachers or specialized teachers of the deaf, generally adopt a curriculum or educational philosophy for the development of language and concepts. A whole language or holistic philosophy is often referred to as a “natural” language approach. Within this philosophy, teachers model the reading and writing process for students. Social studies and science concepts are taught in the context of thematic units. Testing in a classroom that utilizes a natural-language approach is often project-based or developmentally-based. Other classrooms may emphasize specific skill-based curriculums and use traditional testing to measure whether a skill has been mastered or not. These educational philosophies should not be confused with communication philosophies for deaf and hard of hearing students.

Communication Philosophies

There are three main communication philosophies, as well as some combined approaches:

Oral/Auditory Approaches – These approaches utilize residual hearing, and the ability to lipread in context. They stress the enhancement of speaking and listening skills and they may employ technology, such as cochlear implants, hearing aids and tactile aids, as well as cued speech. The goal of this approach is to promote skills in spoken English and speechreading.

Sign Language – Some deaf children, particularly those who are born to deaf parents, use American Sign Language (ASL) as their first language. The deaf child born to deaf parents who use ASL will use ASL naturally. This phenomenon is parallel to the way a hearing child of hearing parents naturally picks up spoken language.

Combined Approaches – Some deaf children who use primarily oral communication may also learn sign (ASL, signed English, cued speech and/or fingerspelling). Some children who use ASL as a first language will learn to speak. Children, who use ASL as a first language, may also learn to read and write in English, however this can be a challenging task. It is helpful for teachers to consider a variety of strategies to ensure that the child obtains reading and writing skills.

Summary

Parents will be relieved to find that there are many options and opportunities for their deaf or hard of hearing child in the education system. Their child will benefit greatly if teachers and parents work together in building a healthy learning environment.

Parents and their deaf or hard of hearing child have a choice of what kind of educational setting they want to participate in. There are many placement options available. The Individualized Education Plan, or IEP, is where the child's educational placement and the appropriate services are specified to meet his or her needs.

Often teachers have concerns dealing with peer interactions, or with testing or grading. Teachers should maintain awareness of communication issues in their classrooms and make sure that information is transmitted clearly. Basic sign language can be taught to promote interaction between the deaf and hearing peers. Since the Americans with Disabilities Act (ADA) mandates testing accommodations, the IEP team can develop a different grading criterion to accommodate the language development of the deaf or hard of hearing student.

When communication and language break down on the educational scene, support services are available to fill in the gaps. Interpreters, notetakers and assistive technology may be provided inside the regular classroom; itinerant or

resource teachers, speech therapists, audiologists, counselors, psychologists and social workers may be provided outside the classroom.

There are many ways to provide the "best" communication and education. The oral/aural method promotes English language competence while Total Communication (TC) gives teachers the options to use whatever communication method is most effective in meeting their needs of the deaf and hard of hearing students. The bilingual/bicultural (Bi-Bi) approach uses both English and sign language, with respect for both languages. The oral/auditory approach is based on making the most of available residual hearing, and stresses on enhancing speaking and listening skills through the use of technology, sign language and combined approaches for teaching deaf or hard of hearing students reading and writing.

The co-enrollment approach is designed to include deaf, hard of hearing and hearing students in one classroom under the instruction of one general education teacher and one deaf or hard of hearing specialist. This allows direct access to communication between students and teachers. The Moving Ahead program provides additional academic support and tutoring, while regionalization provides wider access to different placement options ranging from neighborhood schools to non-public programs. Regionalization allows interaction on a comfortable level within a critical mass of students who share similar struggles.

Again, there are many options and opportunities to ensure that deaf and hard of hearing students are granted equal participation in the educational setting and equal access to learning. Teachers will benefit greatly from using strategies and philosophies that best foster the growth of their deaf and hard of hearing students. Parents will be thrilled to know that their deaf or hard of hearing child can achieve success in the educational environment.

Resources

Battat, Brenda. (1999). NETAC Teacher Tipsheet: Teaching Students who are Hard of Hearing. Rochester Institute of Technology, Rochester, NY: Rochester Institute of Technology.

Flexer, Carol. (1997). Commonly Asked Questions About Children with Minimal Hearing Loss in the Classroom. Washington, D.C.: AGBell.

Kirchner, Carl J. (2002). Co-Enrollment. Northridge, CA: California State University, Northridge.

Ross, Mark. (Eds.). (1990). Hearing-Impaired Children in the Mainstream. Parkton, MD: York Press.

A) True

B) False

8) Total Communication may involve one or several modes of communication including manual, oral, auditory and written.

A) True

B) False

9) Co-enrollment places both deaf and hard of hearing students in the same classroom with a general education teacher and a teacher of the deaf and hard of hearing.

A) True

B) False

10) Co-enrollment only occurs in elementary school, not in junior high and high school, since students' minds are still developing at the elementary level.

A) True

B) False – Co-enrollment occurs in elementary, junior high and high school.

<http://64.233.167.104/search?q=cache:ioL11H-qxPoJ:menus.csun.edu/MENUS%2520text/classrooms/word%2520docs/edu.DOC+%22measurable+goals+and+objectives%22+and+%22key+terms%22&hl=en&gl=us&ct=cln&cd=19>

Example of Benchmark

By June, the student will be able to solve a multi-step problem across academic areas with 80% accuracy as measured by a checklist.

1. Identify the problem
2. Identify 3 possible solutions
3. Select best solution
4. Apply strategy to problem
5. Solve correctly
6. Use strategy across curriculum.

1. The student will be able to solve a multi-step problem across academic areas with 20% accuracy as measured by a checklist.
2. The student will be able to solve a multi-step problem across academic areas with ~~30%~~ 40% accuracy as measured by a checklist.
3. The student will be able to solve a multi-step problem across academic areas with 40% accuracy as measured by a checklist.
4. The student will be able to solve a multi-step problem across academic areas with 50% accuracy as measured by a checklist.
5. The student will be able to solve a multi-step problem across academic areas with 60% accuracy as measured by a checklist.
6. The student will be able to solve a multi-step problem across academic areas with 80% accuracy as measured by a checklist.

Model

By _____, the student will _____
at _____% as measured by _____.

Examples

By June, the student will be able to solve a multi-step problem across academic areas with 80% accuracy as measured by a checklist.

By January, the student will write a 4 paragraph essay with main idea and supporting facts with the quality of a 3 as measured by the ELA Rubric.

By June, the student will apply 1 deescalation strategy to a real conflict situation within 1 minute of the conflict 50% of the time as measured by teacher observation and behavior contract.

Student Name:

ID #:

Instructional Area:

(Required Field)

ANNUAL GOALS AND SHORT-TERM OBJECTIVES

(All identified areas of need must be addressed through individualized objectives)

Annual Goal:

Goal Bank:

Goal Code:

Eval Schedule:

Start Date:

Goal: (field length 140 characters)

Objectives:

1. Obj Bank: Obj Code:

Objective: (field length 140 characters)

Eval. Criteria Code(s) Eval Method Code(s) Eval Schedule Code

2. Obj Bank: Obj Code:

Objective: (field length 140 characters)

Eval. Criteria Code(s) Eval Method Code(s) Eval Schedule Code

3. Obj Bank: Obj Code:

Objective: (field length 140 characters)

Eval. Criteria Code(s) Eval Method Code(s) Eval Schedule Code

4. Obj Bank: Obj Code:

Objective: (field length 140 characters)

Eval. Criteria Code(s) Eval Method Code(s) Eval Schedule Code

Present Levels of Performance

Academic/Educational Achievement and Learning Characteristics: (SE.INDCHAR) Note: Limited Text Field exists.

--

Cognitive Functioning: (SE.INDCHAR)

--

Physical (SE.INDCHAR2)

--

Social Emotional Development: (SE.INDCHAR2)

--

Management: (SE.INDCHAR2)

--

Transition Services: (SE.INDCHAR2)

--

Other: (SE.INDCHAR2)

--

Post Secondary Outcomes:

Training:

--

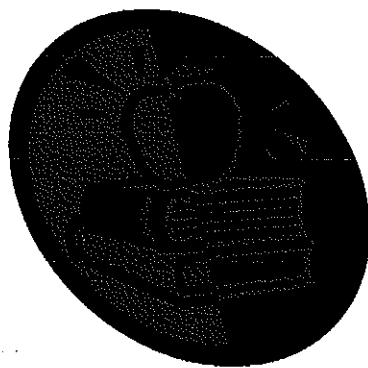
Employment:

--

Community Living:

--

Section 3:




Day 3



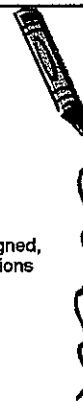

**Last but not least...
Welcome to Day 3!!!**

Hopefully you will leave feeling more confident in writing IEPs for your future students!



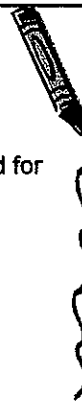

Time to put it all together...

- Yesterday you learned...?
- Create an IEP on your own
- Present and receive feedback





Testing Modifications

- AKA: test mods
- Whatever the student will need in order to be successful in a testing situation
- Examples: extended time, calculator, word processor, scribe, questions read, questions signed, questions simplified, questions repeated, directions read, directions signed, directions simplified, directions repeated, separate location, minimal distractions, spell check device.





Add it...

- Take the time now to add testing modifications to the IEP you created for your student.
- Present/ Feedback




IEP Direct

- A computer program that many school districts are using to aid in writing IEPs.
- Time for a demonstration

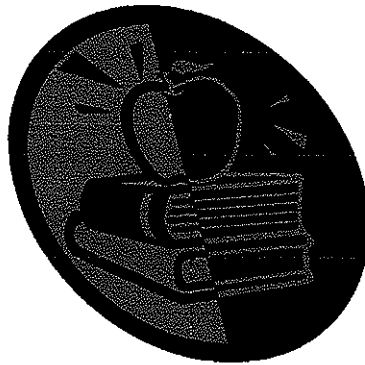


The End

- Any questions?



Section 3b:




Day 3

Handouts




**Last but not least...
Welcome to Day 3!!!**


Hopefully you will leave feeling more
confident in writing IEPs for your
future students!



**Time to put it all
together...**


- Yesterday you learned...?
- Create an IEP on your own
- Present and receive feedback





Testing Modifications

- AKA: test mods
- Whatever the student will need in order to be successful in a testing situation
- Examples: extended time, calculator, word processor, scribe, questions read, questions signed, questions simplified, questions repeated, directions read, directions signed, directions simplified, directions repeated, separate location, minimal distractions, spell check device.



Section 4:



Reference Materials

References:

- Cavaivolo, D., Steere, D. (2002). Connecting outcomes, goals, and objectives in transition planning. *Teaching Exceptional Children*, 34 (1), 54-59.
- Drasgow, E., Robinson, T.W., Yell, M. (2001) Developing legally correct and educationally appropriate IEP's. *Remedial and Special Education*, 22(6), 359- 373.
- Eisenman, L., Myers, A. (2005). Student-led IEPs: take the first step. *Teaching Exceptional Children*, 37(4), 52- 58.
- Field, S., Mason, C., Sawilosky, S. (2004). Implementation of self-determination and student participation in IEP's. *Exceptional Children*, 70(4), 441- 451.
- Hunt, N., Marshall, K. (1999). *Exceptional children and youth*. Coston: Houghton Mifflin.
- Lingnugaris-Kraft, B., Marchand- Martella, N., Martella, R.C. (2001). Writing better goals and short-term objectives or benchmarks. *Teaching Exceptional Children*, 34(1), 52-58.
- McKee, S. (2003). Teachers perspectives on the IEP. *insight*, 1, 12- 14.

Other Useful References:

<http://www.cesa7.k12.wi.us/sped/issues-IEPissues/writingiep/GoalsMeasurable.html>

<http://aea11.k12..ia.us/iep/iepresults/overview.htm>

<http://64.233.167.104/search?q=cache:ioL11H-qxPoJ:menus.csun.edu/MENUS%2520text/classrooms/word%2520docs/edu.DOC+%22measurable+goals+and+objectives%22key+terms%22&hl=en&gl=us&ct=clnk&cd=19>

https://www.learning.gov.ab.ca/k_12/specialneeds/ipp.pdf

<http://dese.mo.gov/divspced/Compliance/Q&A/MGO.html>

Writing Measurable IEP Goals & Objectives

~By: Barbara Bateman

How Well Does Your IEP Measure Up? Quality Indicators for Effective Service Delivery

~By: Diane, Ph.D. Twachtman- Cullen, Jennifer Twachtman- Reilly, David L. Holmes